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DEVELOPMENT OF THEORETICAL MODELS AND RESEARCH TECHNIQUES IN RACE RELATIONS. FINAL REPORT.

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THIS REPORT DESCRIBES THE 1964-66 ACTIVITIES OF A COOPERATIVE TEACHING AND RESEARCH PROGRAM AT THE UNIVERSITY OF MICHIGAN AND TUSKEGEE INSTITUTE (ALABAMA). DURING THE 2-YEAR PERIOD SCHOLARS AND ADMINISTRATORS OF THE TWO INSTITUTIONS HAVE ESTABLISHED A NEW SOCIAL SCIENCE RESEARCH CENTER AT TUSKEGEE, INCLUDING A SURVEY RESEARCH OPERATION WHICH SUPPLIES BASIC DATA ON THE LIFE OF NEGROES IN THE DEEP SOUTH. IT IS FELT THAT THE NEW CENTER OFFERS TUSKEGEE INSTITUTE A BETTER CHANCE TO RECRUIT AND HOLD COMPETENT FACULTY IN THE SOCIAL SCIENCES AND A BETTER FACILITY FOR TRAINING STUDENTS FOR RESEARCH. THE PROGRAM HAS ALSO INITIATED SEVERAL RACE RELATIONS RESEARCH PROJECTS, SOME OF WHICH INVOLVE NORTH/SOUTH COLLABORATION AND COMPARISON. A RACE RELATIONS EXPERT HAS BEEN APPOINTED TO COORDINATE THE MICHIGAN END OF THE JOINT PROGRAM. THE APPENDIXES, WHICH ARE A LARGE PART OF THE PROGRAM REPORT, CONTAIN A SELECTED BIBLIOGRAPHY ON METHODS OF SOCIAL SCIENCE RESEARCH, AN INTERVIEW SCHEDULE ON FAMILY AND COMMUNITY LIFE, TWO NARRATIVE DESCRIPTIONS OF EXPERIENCES ENCOUNTERED BY TUSKEGEE INTERVIEWERS IN MONTGOMERY, ALABAMA, AND TWO FACTUAL REPORTS WITH DATA ON THE POLITICAL PARTICIPATION OF NEGROES AND NEGRO COMMUNITY LIFE ON MONTGOMERY. (LB)

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FINAL REPORT

Project No. K-004
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Development of Theoretical Models and Research Techniques in Race Relations

February 1968

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DEVELOPMENT OF THEORETICAL MODELS
AND
RESEARCH TECHNIQUES IN RACE RELATIONS

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Robert C. Angell
William P. Barth

Feburary 1968

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Center for Research on Conflict Resolution
The University of Michigan
Ann Arbor, Michigan

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INTRODUCTION

In 1963 The University of Michigan and Tuskegee Institute established a partnership for the mutual enrichment of teaching and research programs at the two institutions. After discussions at the presidential level, a conference was held in June 1963 at Tuskegee to explore in detail the possibilities of a joint program (see Appendix A, the conference memorandum). Those present agreed that there was a need at Tuskegee for the development of teaching and research in the social sciences. Faculty and student exchanges between the two institutions were featured in the first outline of the program. It was felt that the collaboration should be decentralized and that specific activities should evolve from the interest and commitment of various faculty members and administrators at each institution.

In the summer and fall of 1963 a number of faculty members from Tuskegee Institute and The University of Michigan met informally to refine their plans. It became clear that one of Tuskegee's central difficulties was in recruiting social and behavioral scientists to its faculty and keeping them for more than a short time. Competing schools were offering higher salaries and better research facilities. While faculty and student exchanges would be of short-run benefit to both institutions, the discussants concluded that more must be done. They began to investigate "the appropriateness of establishing a Tuskegee social science research center patterned after the Carver Research Foundation in the Natural Sciences" at Tuskegee.

In October 1963, those faculty members from both institutions who had taken responsibility for exploring the feasibility of a joint program in the social sciences met and prepared an initial proposal for their respective administrations (text in Appendix B). They recommended that the joint program be administered at the Michigan end by the Center for Research on Conflict Resolution and by the Department of Social Science Research at Tuskegee, under the direction of a Coordinating Committee representing both institutions. The University of Michigan was asked to underwrite the initial efforts and approve proposed membership on the Committee. The committee agreed to seek funding from outside sources. The proposal was approved by both institutions in April 1964 and became the basis for further work by the Committee during the spring and summer of that year.

In brief, the program strategy outlined in this initial proposal was to (1) recruit social science faculty for Tuskegee and (2) develop relevant research programs within both institutions. Research on race relations was deemed to be the most appropriate focus, since Tuskegee Institute already had a tradition of race relations research (in the Department of Records and Research, and subsequently in the Department of Social Science Research), and an enhancement of its capabilities could benefit the entire region in which it is located. While a number of faculty members at The University of Michigan were engaged in this field, there was no organized approach to race relations problems in any of Michigan's departments or research centers. The Committee therefore called for a strengthening of resources at Michigan.

During the spring of 1964 the Coordinating Committee proceeded to recruit two research associates who would spend one year at Michigan and then go to Tuskegee as faculty of the Division of Social Science and as associates of the Department of Social Science Research. Letters were written to various departments and individuals throughout the country informing them of the new program and requesting names of likely candidates. The Committee then contacted the candidates themselves in a number of cases, reviewed their backgrounds, and made a final selection. The two associates began their Michigan appointments in September 1964; they and their work are described in the section on "Results."

In July 1964 the Committee and the two research associates held their first quarterly meeting. Notes on this meeting (Appendix C) provide a good summary of the activities and lines of thought that led to the final proposal supported by the Office of Education.

OBJECTIVES

The primary objective of the program was to lay a sound basis of theory and method for undertaking a wide range of research on relationships within the Negro community and between Negroes and whites as they were being affected by the Negro protest movement.

The second objective was to explore ways in which a predominantly white Northern university and a Southern Negro institute could cooperate in developmental activities of this kind.

A third objective was to provide a strong base for social science research in the Deep South which, up until then, did not exist.

METHODS

Activities under the Office of Education grant were conducted over a two-year period from September 1, 1964 to August 31, 1966. The directors of the Center for Research on Conflict Resolution at Michigan and of the Department of Social Science Research at Tuskegee acted as co-chairmen of the Coordinating Committee, which took general responsibility for the conduct of the program.

To develop theoretical models and research techniques for later transfer to Tuskegee, two research associates worked under the joint program at Michigan during the academic year 1964/65, and another two during 1965/66.

Early in the program, one of the research associates carried on a biweekly seminar at Michigan to survey current research on race relations at the two institutions and determine research priorities for the joint program.

As a major effort to expand research facilities, techniques, and resources at Tuskegee Institute, a Tuskegee Area Studies Program was planned by members of the Coordinating Committee and ultimately established at Tuskegee as the core of a new social science research center.

To provide a better focus for race relations research at The University of Michigan, the Committee secured the appointment to the Michigan faculty of Dr. Irwin Katz, a distinguished race relations specialist from New York University. Dr. Katz's time is shared equally by the Department of Psychology and the Joint Michigan-Tuskegee program.

A large part of the "method" of this program has consisted of individual and institutional adaptation to the foreseen and unforeseen requirements of collaboration at a distance. The need to shift emphases and modify procedures arose on several occasions during the two-year period. Because we feel the problem of adaptation is, in this case, at least as interesting to the granting agency as are the concrete results, the next section of this report takes the form of a brief "natural history" of the program as it evolved, including both achievements and difficulties.

RESULTS

FIRST YEAR, 1964/65

The first year's results were fully covered in a progress report to the Office of Education for the period from November 1, 1964 to September 1, 1965. Here the results and problems will be summarized in an order related to the three objectives of the program (see above, p. 3).

1. Research Associates at The University of Michigan

The first year's associates were Dr. Wilmoth Carter of the sociology faculty at Southern University in New Orleans and Mr. Eric Krystall, a graduate student completing his doctorate in sociology at The University of Michigan. Their chief tasks, besides consultation with the Coordinating Committee, were to design their own research projects to be executed at Tuskegee the following year and to plan for their teaching assignments as well.

Mr. Krystall developed a research project concerned with the Jewish community and racial change in the South, his primary interest being the sociological situation of a non-Negro minority in that region. He hypothesized that, in any era of rapid social change, opposition to such change would not be monolithic.

Dr. Carter designed a survey project to investigate aspects of change in the status and organizational participation of the Negro in an urban setting in the South, using information about organizations and their leaders. In particular she wished to compare groups and leaderships in a status-quo position in the Negro community with groups and leaderships which were actively trying to alter the status of Negroes.

2. Seminar at The University of Michigan

This biweekly seminar, supervised by the Coordinating Committee and carried on by Mr. Krystall, undertook first to review the status of existing race relations research at Michigan and at Tuskegee. Mr. Krystall contacted relevant faculty members at Michigan, asking them to report on their current or recent projects. Dr. Paul Puryear, director of Tuskegee's Department of Social Science Research, provided a summary of ongoing projects at his institution.

The review revealed that, while Michigan faculty had produced some thirty recent publications in the field of race relations, the researchers were scattered throughout a number of departments and centers. Dr. Puryear's report (see Appendix D) included ten projects stemming mainly from his own work and interests and those of an associate in his department, Dr. Charles Levy.

During its short life the Michigan seminar provided Mr. Krystall and the Committee with some excellent advice on research priorities. It did not, however, add to the number of Michigan faculty actively interested in the joint program with Tuskegee; neither the individuals nor their centers and institutes became organizationally involved. Since the problem was clearly one of prior commitments and divergent interests, the Coordinating Committee decided to investigate the possibility of bringing one or more new faculty members to Michigan who would have, at the outset, a direct commitment to the Michigan-Tuskegee program.

3. Research at Tuskegee

By the fall of 1964 the Coordinating Committee had decided to establish a Tuskegee Area Studies Program (TAS) in the Department of Social Science Research in Tuskegee Institute's Liberal Arts College. Modeled after the Detroit Area Studies Program of The University of Michigan, the TAS would serve both as a data source and as a training ground for Tuskegee undergraduates in modern and sophisticated techniques of social science research.

With the TAS plan as a specific first step, the Committee wished to explore the broader possibility of expanding the research facilities and staff into a solid and active center with enough momentum to go on growing. With the cooperation of the Coordinating Committee, Dr. Puryear developed a proposal for a research and training institute for the scientific study of race relations at Tuskegee. A copy of the original proposal forms part of the first progress report to the Office of Education.

Dr. Puryear's proposal was the first attempt to provide a comprehensive strategy for the problem at hand. It clarified research priorities; it called for a six-year grant enabling the appointment of twelve new faculty (considered a minimal number) to be associated with the new research center and also with the (teaching) Division of Social Science; their salary levels and ranges were to be such as to allow Tuskegee to compete for high-caliber recruits. The proposal also outlined an appropriate administrative structure for the whole program. The TAS, as proposed earlier, was envisioned as a central activity of the new center.

In the spring of 1965 the Coordinating Committee considered the draft proposal in detail and gave some preliminary thought to possible sources of funding.

The Committee was also occupied in the spring and summer with the organization of the TAS, which was to go into operation at Tuskegee in September 1965. This involved extensive consultation with the staff of the Detroit Area Study and their technical assistance in selecting a Negro population sample. For the first TAS survey—of a sample of Negroes in Montgomery, Alabama—the Committee decided to collect broad "baseline" data rather than concentrating on a particular problem area. General information on the demographic, economic, social, and political characteristics of that population was largely lacking at that time, and the collection of reliable data would open new opportunities for comparative North-South research.

4. Refinement of Objectives

By the end of the first project year the Coordinating Committee's experiences had led it to refine and expand its objectives in the ongoing program. This development becomes clear when one compares the list of goals formulated at the outset (see above, "Objectives") with the reformulation in the summer of 1965. (See page 3 of the first Technical Progress Report, dated 11/1/64 - 9/1/65.) The reformulation bespeaks more concrete needs at both institutions: at Michigan, the need for greater interest in race relations research and more research training opportunities for students interested in race and conflict studies; at Tuskegee, the need for more and better teachers of the social sciences and for a new research institute focusing on the problems of the Negro in American life. As to the collaborative aspect, the new list of objectives called specifically for cooperative research ventures between faculty at the two institutions and for means whereby Michigan's specialized centers (e.g., the Institute for Social Research) could transmit their knowledge and lend their facilities to Tuskegee's budding research program. Finally—conscious of some difficulties overcome—the Committee aimed "to provide a model for the development of cooperative programs between other similar pairs of institutions in this country by achieving the goals outlined above."

SECOND YEAR, 1965/66

The second year of the program was devoted to (1) putting the TAS on a firm footing under the direction of Mr. Krystall, and seeking additional funds for it; (2) revising and elaborating the plan for the research center of which the TAS would be a part; (3) supervising and consulting with the second pair of research associates at Michigan; and (4) recruiting new faculty for The University of Michigan who would take overall responsibility for Michigan's end of the joint program and perhaps help to focus the scattered interest in race relations research there.

1. Tuskegee Area Study

The TAS, like the DAS in Michigan, was conceived as a technical resource for faculty who use survey techniques in their research, and also as a training facility for students majoring in the social sciences.

A statement of the purpose and an outline of activities of TAS in its first year (1965/66) will be found in Appendix E. Support for the first study was obtained from the Joseph Fels Foundation by Dr. Puryear, in the amount of $9,995. Appendix F of this report includes the original interview schedule, entitled "A Study of Family and Community Life," and a paper by Dr. Wilmoth Carter on "Problems, Persons, and Organizations as Indices of Community Life." It also includes student papers indicating the considerable value of the TAS as a training facility.

The baseline data collected on a random sample of the Negro population in the five-county area in and around Montgomery proved to be immediately useful for further research. After examining the results of the first survey, the Office of Education requested two re-interviews of the same sample (June and November 1966) to obtain more information on two related areas of behavior: (1) attitudes toward new patterns of education and educational aspirations, and (2) voting behavior. A final report entitled, "Voting Behavior and Attitudes Toward School Desegregation: A Study of Southern Negroes," was made to the Office of Education in March 1967. To obtain the report refer to Contract #6-8923, U. S. Office of Education.

2. Research Institute at Tuskegee

Beyond the TAS, as has been mentioned, the Coordinating Committee hoped to establish a full-fledged research center. Its negotiations proceeded along two lines—the first concerned with funding for the 1966/67 academic year, and the second concerned with devising a workable organizational relationship between the new center and Tuskegee Institute as a whole.

Negotiations for funding began with the Office of Education in the spring of 1965. The next fall, two other possible sources were approached: the Ford Foundation and the Carnegie Corporation.

Meanwhile, however, the Committee's plans had suffered a temporary setback stemming from the second problem mentioned above—the intra-organizational position of the proposed research institute at Tuskegee. Negotiations between Dr. Puryear and the Tuskegee administration on this issue proved unsatisfactory to Dr. Puryear; he resigned as director of the Department of Social Science Research early in 1966, and subsequently resigned from the Tuskegee faculty. The disagreement centered on whether the new research institute should be independent and autonomous, reporting directly to the president of Tuskegee Institute, or whether it should be attached to an existing unit such as the (teaching) Division of Social Science, or whether it should be located within the existing but largely autonomous Carver Research Foundation, hitherto devoted to the natural sciences. Additional issues included the relationship to the teaching departments of those new faculty recruited for the research center, and the need for a firm administrative commitment for adequate physical facilities.

The Coordinating Committee and the administrative officers of the two institutions decided to pursue the establishment of the proposed research center despite Dr. Puryear's resignation, especially in view of the Ford Foundation's interest. The Ford Foundation ultimately (August 1966) provided an interim grant of about $25,000 for the 1966/67 academic year.

The organizational issues were held in abeyance until a new director was found to replace Dr. Puryear. Shortly after the close of the two-year period covered by this report, Dr. Edgar Epps of the psychology faculty at The University of Michigan became the new director, and the organizational issue was resolved by making the new center (now entitled the Division of Behavioral Science Research) a part of the Carver Research Foundation. In February 1967 the Ford Foundation provided the center with a three-year grant in the amount of $300,000, and gave The University of Michigan $100,000 for the development of its own activities in the joint program.

A report on the current status and achievements of the new center at Tuskegee will be found in Appendix G, dated October 1967.

3. Research Associates at The University of Michigan

Of the first two associates at Michigan—Dr. Carter and Mr. Krystall—one had been recruited by Tuskegee members of the Coordinating Committee and the other by Michigan members. Tuskegee members were asked in the spring of 1965 to recruit both of the next two associates (for the 1965/66 academic year). Dr. Tandy Tollerson, a political scientist at Southern University, and Dr. James Kelsaw, a sociologist at the same institution, were thus recruited.

Like the first pair of associates at Michigan, they took a number of courses in their professional fields in addition to developing research designs. Dr. Kelsaw's specific interest was in formulating "a theory of developing patterns of race relations in the US as the developing patterns of a social movement." Dr. Tollerson concentrated on designing a study of electoral behavior of Negroes in Montgomery and Tuskegee; he planned to use the TAS facilities in the following year and to do additional research on the political socialization of Negro adolescents.

Because of the uncertainty that pervaded the Michigan-Tuskegee program for a brief period after Dr. Puryear's resignation, Dr. Kelsaw and Dr. Tollerson felt it unwise to commit themselves to Tuskegee as originally planned. Dr. Kelsaw joined the faculty of Texas Southern University, Huston Texas, and Dr. Tollerson accepted an appointment at Southern University, New Orleans, La. Their activities during their year at Michigan, however, are fully reported in the second progress report to the Office of Education, covering the period from September 1965 to May 1966.

4. New Faculty at The University of Michigan

The Michigan members of the Coordinating Committee had learned in the fall of 1965 that the University's Department of Psychology was interested in appointing a new faculty member specializing in race relations. The University administration agreed to provide half-time support so that the new specialist could divide his time equally between the Psychology Department and the Center for Research on Conflict Resolution, where he would take responsibility for the future development of the Michigan-Tuskegee program. Under this arrangement, Dr. Irwin Katz of the psychology faculty at New York University joined the Michigan faculty in August 1966. The Committee's judgment that such a focal person was needed has been clearly confirmed since then; Dr. Katz's ongoing activities have made a substantial contribution to the joint program.

LATER ACHIEVEMENTS, 1966/67

In the fall of 1966 Dr. Katz collaborated with Michigan members of the Committee, faculty at Tuskegee, and Dr. Epps in reformulating the Tuskegee research center proposal (see above, p. 9). During these consultations, collaborative relationships were established among the scholars of the two institutions on a number of comparative research projects. (These are outlined in Appendix G.) Dr. Katz and Dr. Epps are currently participating in three studies of which two are comparative—one on the motivation of college students in a selected Northern region and in Tuskegee, and the other on the motivation of children in elementary schools in the Detroit area and the Tuskegee region. A third study, involving cooperation with faculty at the University of Alabama, concerns sources of resistance to integration on the part of white parents in the South. Preliminary findings in the motivation studies have been published in the 1967 issue of the Nebraska Symposium on Motivation, an annual publication of the University of Nebraska.

In the spring of 1967 Dr. Katz organized and chaired a national conference on race relations, in Ann Arbor, focusing on a series of position papers to determine an overall strategy for further race relations research. The conference was sponsored by the Ford Foundation.

DISCUSSION AND CONCLUSIONS

From the viewpoint of race relations research, it seems evident that the Michigan-Tuskegee program has borne a good deal of fruit and promises to bear even more in the future. A new base for the collection and analysis of relevant survey data has been established in the Deep South, and the same facilities offer student training in the techniques of social science research. The funding of the Division of Behavioral Science Research under Dr. Epps has provided Tuskegee Institute with a more hopeful outlook in the recruiting of social science faculty. Under the impetus of Dr. Katz'a work, faculty and graduate students at The University of Michigan are participating in the Joint Program. As scholars at the two institutions deepen their working acquaintance with one another, some of the problems of collaboration at a distance may prove very soluble.

Without minimizing these substantive achievements of the program to date, we think it appropriate to devote attention to the "methodological" problems that underlay the whole initial effort covered in this report.

In a sense, the Michigan-Tuskegee program was an intrusion on the existing policies of the two institutions—for instance, in terms of priorities already given to research and teaching in race relations. From the administrative viewpoint in both places, there was both opportunity and liability in the effort being proposed. The problems were, however, asymmetrical in size: at The University of Michigan the operation was too small to constitute a disruption of institutional arrangements, while the innovation eventually proposed for Tuskegee Institute was relatively large enough to cause real disruption, manifested in the conflict between Dr. Puryear and the Tuskegee administrators.

The necessity of recruiting Dr. Katz in order to give more focus and coherence to Michigan's end of the operation bespeaks a very different problem at The University of Michigan. The University had no organized program within its research or teaching units focusing on race relations, despite its proximity to Detroit with its major urban ghetto. This is not to say that individual scholars were uninterested in the problem, but rather that their professional work within the University was already fully committed to scattered departments and institutes. There is still no organizational entity within the University entirely devoted to race relations research: the Center for Research on Conflict Resolution has, by virtue of its active interest in the Michigan-Tuskegee program and its concern with the whole area of social conflict, taken this research subject under its umbrella. Such a solution is not an unhappy one. But since few universities have research centers with that particular interest, we have to ask whether the Michigan-Tuskegee experience and its modest successes are particular to that combination of institutions, or whether lessons can be learned that are transferable to any combination of a large Northern and a small Southern institution of higher learning.

The original nature and evolution of the Coordinating Committee itself suggests to us a lesson which is worth recording. In its early life the Committee underwent a self-sorting process not reflected by the continuing membership list. Whereas all the Michigan members remained available for advice and confirmation, the active support of the program devolved on three or four of them; and at times there were only one or two Tuskegee members who kept themselves abreast of developments. The temporary crisis involved in Dr. Puryear's resignation so discouraged some Michigan members that they felt the whole program would have to be dropped. Though this may be the common "natural history" of any working committee, when we add the complications of collaboration at a distance and the asymmetry of the operation for the two institutions, the combination clearly could have been fatal to the enterprise. Getting safely past the fatal point was probably due, not to institutional arrangements of any kind, but to the faith and patience of a few individuals in Michigan and Alabama.

RECOMMENDATIONS

The nature of the problems just discussed leads us to suggest that a viva voce report to interested staff members of the Office of Education might be our best method of transmitting the details of our experience. The goal of such a meeting would be to help establish guidelines, especially in terms of inter-institutional cooperation, for any future investment of this kind which the Office of Education may contemplate. We would suggest that scholars and administrators from other institutions who have been involved in this kind of effort ought to participate also—for example, Dr. Thomas Pettigrew of Harvard.

SUMMARY

This report covers a two-year period (September 1964 through August 1966) in the social-science aspect of a cooperative program between The University of Michigan and Tuskegee Institute, which began in 1963 and is still in progress. During this period, scholars and administrators of the two institutions succeeded in establishing a new social science research center at Tuskegee, including a survey research operation supplying basic data on the life of Negroes in the Deep South. The new center offers Tuskegee Institute a better chance of recruiting and holding competent faculty in the social sciences and a better facility for student training in research. The program also provided Tuskegee with two scholar-organizers—Dr. Eric Krystall and Dr. Edgar Epps—who would probably not otherwise have gone to Tuskegee and whose work there has been vital in launching the institutional innovations. The program has also been partly or wholly responsible for the initiation of a number of research projects in the area of race relations, some of them involving North/South collaboration and comparison. Finally, race relations research at The University of Michigan has acquired a sharper focus with the appointment of a race relations expert—Dr. Irwin Katz—with responsibility for coordinating the Michigan end of the joint program.

Problems of inter-institutional collaboration and innovation have been largely overcome; the success of the program to date may be due less to the planned structure of the operation than to the commitment and patience of individual participants.

APPENDIX A

PRELIMINARY MEMORANDUM

June 27, 1963

PRELIMINARY MEMORANDUM
JUNE 27, 1963

MICHIGAN-TUSKEGEE -- MUTUAL ENRICHMENT OF TEACHING PROGRAMS

This conference at Tuskegee was arranged following discussions at the University of Michigan between Vice-President Heyns and President Hatcher of Michigan and President Foster of Tuskegee. In the exploratory sessions in Michigan the idea of a cooperative educational effort by Tuskegee and Michigan seemed to hold promise, and further on-campus discussions were to be arranged by each institution. Those discussions led to the arrangement of this conference at Tuskegee on June 26 and 27, 1963, for detailed exploration of the program possibilities. Present were Messrs. Heyns, Baker, Miller, and Kopi of Michigan; Messrs. Foster, Brown, Torrence, Gomillion, and Sprague of Tuskegee; and deans and other resource personnel of Tuskegee for specific portions of the discussions. There follows a preliminary and un-edited statement of the outcomes of these discussions.

PURPOSE: Cooperative efforts to enrich the teaching and related programs of Michigan and Tuskegee, with particular reference to the needs of students whose prior educational and cultural exposures have been unduly limited by their race; and to extend the general usefulness of each institution through resources and programs to be developed along specific lines to be worked out by the two institutions.

ORGANIZATIONAL RELATIONSHIPS: To be based on a memorandum of understanding developed jointly by Michigan and Tuskegee, with a designated responsible officer on each campus who leads the development of the program on his campus with appropriate colleagues and works with his counterpart on the other campus to identify and promote appropriate joint efforts and use of resources.

FINANCING: From the respective institutional budgets and possibly from a foundation grant to the joint enterprise. (Travel, salary supplements at Tuskegee Institute, etc.)

PROGRAM EXAMPLES:

1. Recruitment of staff for Tuskegee and long-term identification of selected staff for Michigan.
2. Faculty development, particularly for those to serve at Tuskegee but not excluding those who will enter the teaching profession generally after studying at Michigan:
   a. Exchange of teachers - few days - semester - year.
   b. Graduate training for in-service Tuskegee faculty.
   c. Consultations at Tuskegee Institute.
   d. Tuskegee Institute faculty "survey learning experiences" on special visits to Michigan.
   e. Joint appointments.
3. Immediate student development.
   a. Short-term informal student exchanges.
   b. Semester and full-year exchanges, especially for Tuskegee Institute honors students.

4. Informal exchanges of programs--choir, drama, exhibits, films, etc.

5. Research on problems of mutual interest:
    a. Current and long-range problems in the field of social science, with particular reference to the emerging role of the Negro in American life.
    b. Techniques for teaching basic English.
    c. Enhancing motivation and outlook of youth with long-deprived family backgrounds.
    d. Why Negroes choose the colleges they do.
    e. How to identify and nurture talent at an early age.
    f. General curriculum development, including the time placement of study units in the college curriculum.

6. Identification of promising graduate students to study at Michigan.

SPECIFIC IMMEDIATE ACTIONS:

1. Dr. Brown to visit Michigan for conferences and recruitment, particularly in the following areas:
    a. Immediate--
        (1) Literature - English and American (2)
        (2) Freshman English - leader and teacher (2)
        (3) Economics - Political Science (2)
        (4) Psychology
    b. Long-term:
        (1) Mathematics
        (2) Physics
        (3) All areas

2. Michigan team to explore campus interests in several fields suggested in these discussions.

3. Consider joint development of a major research effort in the social sciences, with the possibility that the initiation of this program as a significant part of the proposed Michigan-Tuskegee Mutual Enrichment of Teaching Programs might be a major conference to be held at Tuskegee in conjunction with the Tuskegee Board meeting on October 25-26-27, 1963. These possibilities will be further explored as follows:

    a. Preliminary investigation at Michigan within the next ten days to ascertain feasibility, particularly in terms of availability of resource personnel in the social sciences; and further explorations of possibilities by Tuskegee staff. The appropriateness of establishing a Tuskegee Social Science Research Center named for the late Dr. Work and patterned after the Carver Research Foundation in the Natural Sciences might be explored; but the mutual Michigan-Tuskegee effort should be clearly identified in any research program which is developed.

    b. Meeting at Tuskegee--perhaps about mid-July-- if the idea seems to hold promise on the basis of explorations during the next ten days. Included would be about three persons from Michigan, about five persons from Tuskegee, one or two additional off-campus resource persons, such as Kenneth Clark, and any needed Tuskegee resource personnel who should be brought into the discussions.

c. The purpose of the Tuskegee discussions in mid-July would be:

    (1) To establish the concept and possible research program areas.

    (2) Suggest the kind of apparatus needed to do the job.

    (3) Consider specific program possibilities for a major fall conference at Tuskegee.

Prepared by:

L. H. Foster

APPENDIX B

TENTATIVE PROPOSAL TO THE ADMINISTRATIVE OFFICERS OF TUSKEGEE INSTITUTE AND THE UNIVERSITY OF MICHIGAN

TENTATIVE PROPOSAL TO THE ADMINISTRATIVE OFFICERS OF TUSKEGEE INSTITUTE AND THE UNIVERSITY OF MICHIGAN

The following proposal is a result of a meeting of Dr. Puryear and Dr. Jones with six social scientists from The University of Michigan (Mrs. Billingsley, Messrs. Gurin, Katz, Barth, Krystall, and Angell) on October 21, 1963.

After a meeting of about two hours' duration the group came to the following consensus: that it would be very desirable from the point of view of both Tuskegee Institute and The University of Michigan to look forward to a long-term relationship in the field of social science research, especially race relations research. The contracting parties, so to speak, would be the Department of Social Science Research at Tuskegee and the Center for Research on Conflict Resolution at The University of Michigan. Subcommittees of these two groups would be appointed to form a Coordinating Committee for Social Science Research. It was agreed that Dr. Gerald Gurin should represent the Institute for Social Research on the Michigan subcommittee.

The Center for Research on Conflict Resolution would like to propose to the University administration a grant of $25,000 a year for the two years 1964-65 and 1965-66 to get this program under way. The plan would be to appoint two Research Associates in each of the two years, one named primarily by each institution but also acceptable to the other. Those appointed would spend most of their time at The University of Michigan planning a program in race relations research. Their fellowships would take perhaps $17,000 each year (a 12-month appointment) and the balance would be used for travel back and forth both of the both of the Research Associates and of faculty from Tuskegee and the University. Possibly some of it could be used for a conference involving people from other institutions.

These personnel would have a commitment to spend a year in research at Tuskegee following their year of training in Ann Arbor. Tuskegee would take the responsibility of supporting the second year under this plan, using the individuals either as part-time teachers and part-time researchers or as full-time researchers. At the end of the second year Tuskegee might offer them staff appointments, though there would be no obligation on either side.

The advantage to The University of Michigan of this arrangement would be that a most interesting area of social research would be opened up and facilitated. An incidental result might be the increase of the number of qualified doctoral students coming to the University because of this program. To carry out its responsibilities under such a program the University might well strengthen its staff in the area of race relations, particularly in the Sociology Department. The Center for Research on Conflict Resolution is willing and able to assume responsibility for the research planning which would go on in Ann Arbor.

The advantage to Tuskegee of such an arrangement would be the possibility of recruiting well-trained young social scientists to its staff and of accomplishing some worthwhile social research in race relations. If Tuskegee should decide to do master's level work in the social sciences, the link to the University of Michigan might be helpful in developing a facility like the Detroit Area Study there. Another possibility is the holding of summer institutes in social research on the Tuskegee campus with the cooperation of University of Michigan personnel. Presumably the first of these might be held after the first year of the rellowship program—1965.

It was decided that the provision of pre-doctoral fellowships at The University of Michigan for outstanding young Negroes who wished to become trained in social science research might be considered at a later time when the post-doctoral program was well under way.

It was suggested that it might be well to enlist the active support of a member of one of the large foundations so that he might know the whole program and be ready to help us implement it when the time came for summer institutes or research project support. The group agreed that it would be well to put these ideas before the administrative officers of the two institutions immediately for their study and consideration.

Robert C. Angell
Rapporteur

APPENDIX C

NOTES ON MEETING OF TUSKEGEE-MICHIGAN COMMITTEE

July 17, 1964

CENTER FOR RESEARCH ON CONFLICT RESOLUTION

UNIVERSITY OF MICHIGAN

Notes on Meeting of Tuskegee-Michigan Committee
Date July 17, 1964
Place: Tuskegee Institute

Those Present: Puryear, Levy, Carter, Barth, Billingsly, Gurin, Katz & Krystal.

Purpose: Planning Meeting of Advisory Committee and Research Associates.

The meeting focused on a general strategy for the development of the program. Those present agreed that:

1. The Negro Protest Sub-culture would provide a broad frame of reference within which the initial research program could be developed.
2. The research interests of the two research associates would determine content of research projects within the context of the above program.
3. It will be necessary to institutionalize the projected program to provide continuity for research efforts and to provide an appropriate setting for participation of additional staff.

At this time Paul Puryear commented that he had discussed the idea of a Tuskegee Area Study Facility with staff and administration. He explained that the feasibility of such a facility in the near future will depend on obtaining funds from outside sources in that the Institute is only beginning to consider the development of a Curriculum and Research in the Behaviorial and Social Sciences.

Subsequent discussion concerning the development of a facility at Tuskegee focused on:

1. The regional setting within which research could be carried on by faculty within a facility at Tuskegee. Paul explained that he saw research being carried out within a rural-urban setting involving Macon County, Lee County, Bullock County, Montgomery County, Russell County and Muskogee County, Ga. The region contains two major urban areas, Columbus, Georgia and Montgomery, Alabama.

2. Research Problems. Pat Billingsley asked Paul to list some of the problems that might be explored by a staff at a facility at Tuskegee. Paul suggested the following topics:

   a. Attitude structure of the white population toward the Negro community. This project might focus on both attitude formation and attitude persistence and look at factors of social compulsion versus individual pathology in a changing environment.

b. Anthropological study of the Negro in an urban environment. A study of the Negro slum in the Deep South is especially needed.

c. Process of Political Socialization. This program might include study of an individuals perception of issues and problems, kinds of payoffs expected, voting behavior, relations of leaders to constituencies, etc. Here in this rural-urban complex is a population just being socialized to political roles. It is important, therefore, to initiate a study as quickly as possible to tap the early process of political socialization. Special issues in voting behavior can be highlighted here by studying factors which may explain why some people who have paid a heavy price for registration don't subsequently exercise the franchise with regularity.

d. The desegregation process. Might focus on effects of and reactions to school desegregation on the part of Negro or white students.

e. Alienation of Negro groups. This project might involve looking at the depth of the Negro protest across classes and analyzing the structure of Negro leadership. This would provide a focus for studying the relation of the "gang" to Civil Rights protest.

f. Migration problems. One study might focus on re-migration, the study of groups who have migrated to an urban area and then have returned to a rural region. It is also important to look at out-migration and problems of people who remain in the rural area.

g. Characteristics of rural and urban youth, including their relation to the protest sub-culture.

3. Review of Problems re development of facilities. The following problems were discussed by those present:

a. The need for additional faculty at Tuskegee to staff a new facility. Puryear commented that the Institute is applying to NSF for a grant for the development of physical and natural sciences. A rider is being attached to this proposal requesting funds for the development of the Social and Behavioral Sciences at Tuskegee. The latter proposal asks for funds for additional staff. Katz suggested that funds might be obtained from Public Health for the above purpose. Public Health has made a very broad interpretation of use of training grants.

b. Would new facility have access to white population for various studies. The group was uncertain as to whether or not Negroes could interview whites in the immediate region. It was suggested that this problem might be handled by establishing a sample point for the Universtiy of Michigan Survey Research Center.

c. The need for Graduate Students as research assistants. It was agreed that this problem could be adequately handled by using Junior and Seniors at Tuskegee as assistants in the new facility. It was also suggested that the above problem might be handled by a program involving an exchange of students between Tuskegee and Michigan. There will probably be a number of Graduate Students at Michigan who will want to participate in research at Tuskegee.

4. Funding. There was general agreement that the problem of funding could be managed in that the proposed facility would have several unique characteristics, i.e. a regional location, providing a range in looking at community responses to desegregation and maximal attitudinal variation in the white population, program content, articulation with research activities of another institution.

The remaining discussion concentrated on plans for the over-all program during the coming year. To facilitate participation by staff at Tuskegee during the coming year, all quarterly workshops will be held at Tuskegee Institute. Those present agreed that the first workshop should probably be held in the latter part of October.

While the bi-weekly seminars at Michigan will concentrate on the development of projects by the research associates consideration will also be given to interests of additional faculty and students participating in these seminars. Puryear and Levy agreed to prepare a memorandum outlining their research activities and interests to be presented at the seminar in Ann Arbor at an early date.

Puryear agreed to prepare a preliminary draft of a proposal outlining the need for a Tuskegee Area Study facility. Members of the committee invited Paul to visit the University of Michigan for a week or so in September to prepare the draft proposal. The proposal will be reviewed by members of the advisory committee, the research associates and other interested faculty at the two institutions prior to the next quarterly workshop.

APPENDIX D

MEMORANDUM ON CURRENT PROJECTS IN THE DEPARTMENT OF SOCIAL SCIENCE RESEARCH, TUSKEGEE INSTITUTE

MEMORANDUM

TO: Michigan-Tuskegee Research Coordinating Committee and Research Associates

RE: Current Research Projects in the Department of Social Science Research, Tuskegee Institute

FROM: P. L. Puryear

DATE: October 14, 1964

1. Judicial Behavior and Social Change: The Voting Rights Cases (Puryear)

This study undertakes to examine the legal, political, and social factors that have shaped the behavior of southern judges in the voting rights cases decided in the federal district courts since 1957. While the analysis is miltifaceted, the major objective is to contribute to a broader assessment of the role of the federal courts as agencies of social change. At one level of analysis, the decisions of the judges are examined to determine their differential perception of the applicability of such legal constructs as "discretion", "statutory interpretation", "good faith", "constitutionality", etc. The aim here is to discover how the judges, viewed comparatively, construe their own legal powers so as to facilitate or retard the process of change in this field.

At another level of analysis, judicial behavior is examined in terms of a variety of socio-political variables. The assumption here is that judges are active participants in the settlement of the interests and claims that typically have their focus in the political process. Consequently, the policy role which they perform must be viewed in relation to the forces which shape the political environment generally. Accordingly the study undertakes to examine a variety of demographic factors in the districts as well as questions of religious and party affiliation pre-judicial involvement with local or state political organisms, law school education, place of birth, etc. These and other variables will be related to the behavior of the judges sitting in the franchise cases.

A third major objective is to determine the relationship between favorable judicial action and the growth of Negro political power. A variety of test variables will be employed to determine the relative importance of judicial v. non-judicial factors in this field.

2. Political Socialization and the Attitudinal Constructs of Southern Negroes (Puryear)

Stated briefly, this study undertakes to examine how a Negro community in the early stages of political development perceives the political process. Using class variables, the study undertakes to determine the perception of issues and problems, identification of formal and informal leaders, perception of the centers of political influence, the relation of leaders to constituents, and expected payoffs from political activity. Also of concern will be the phenomenon of non-voting among Negroes recently recruited for political activity in communities where law and tradition have rendered registration difficult.

3. The Politics of Reaction: A Demographic Analysis (Puryear)

This study undertakes to examine selected white populations commonly associated with political reaction in the nation. Operationally, the term "reaction" refers to those groups which have responded favorably to political programs for the maintenance of the racial status quo, the protection of "states rights", and the diminution of federal power. Initially, the states of Indiana, Michigan, Wisconsin and California will be analyzed using county demographic data to determine the social characteristics of those elements of the population that supported George Wallace and Barry Goldwater (in the case of California) in the 1964 Presidential primaries. At a later stage, the Johnson-Goldwater returns will be matched with appropriate counties and analyzed sociologically.

4. A Socio-Psychological Analysis of Southern Republicanism (Puryear)

At one level, this project seeks to discover the social characteristics of those southern counties that polled 35% or more of the vote for the Republican candidates for the Presidency in 1960, and to compare this tendency with Republican voting for other public offices. A major effort here is to determine to what extent southern Republicanism is related to non-urban factors. At another level, the project will seek to probe the motivational factors which foster Republican voting in the Region.

5. The School Desegregation Process: A Study of the Norfolk Cases (Puryear)

This is an extended case study designed to analyze the major legal, social, and political factors that shaped the process of school desegregation in a single community. It will provide a conceptual model for a more extensive examination of judicial behavior in the school cases southwide.

6. Negro and White Leaders: The Process of Interaction (Puryear)

As the process of social change moves apace in the South, it is increasingly necessary to extend our present knowledge about both Negro and white leaders and how they interact with each other. To what extent, for instance, are policy goals the result of rational assessments of what is possible or the result of more p onal philosophical and socio-motivational factors? To what degree do white and Negro leaders interact with each other in developing general strategies of social change? This study proposes to deal with southern leadership as part of the larger process of policy formation and decision-making.

7. The Democratic Ideal in a Negro Community (Levy)

This study attempts to explore one way in which desegregation operates "unequally". The concern here is with the meaning of voting among the various strata within the Negro community of Tuskegee. The major goal is to determine how upper and lower status groups perceive the purpose of voting. Is the vote a tool for the realization of policy goals or a defense of abstract equalitarian principles? These are important questions to answer because, at bottom, they expose the pattern of incipient political conflict in the Negro community.

8. The Negro Church: The Role of Doctrine in Social Change (Levy)

The purpose of this project is to study the adaption of the Negro church to a "secular Hereafter". Traditionally a proponent of a theology of resignation and other-worldliness, the Negro church has increasingly moved into the vanguard of Negro militancy and merged its efforts with secular groups seeking early changes in existing patterns of race relations. This study attempts to determine how the doctrine and organization of the Negro church has been adapted to overt militancy.

9. Mistrust and Recruitment in Manpower Retraining Projects (Levy)

Aside from the transient barriers to non-participation in federally sponsored retraining projects for the unskilled, is the lack of "trust" in the efficaciousness of the program. Preliminary inquiries substantiate this mistrust. For some, the project seemed "too good". Others regard it as a "trick" or a clandestine means of inducting them into the armed forces. The purpose of this study is to make a systematic analysis of the social-psychological components of such mistrust.

10. Negro Policemen in a Southern Metropolis: Differential Perceptions of Role (Levy)

There is a widely held belief among "civil rights leaders" that the appointment of Negro policemen can contribute to the anelioration of racial conflict. Yet little is known about the role of the Negro policeman where he does exist. How does he define his role; how does the police administrator define it; how does the Negro citizen define it; what are the resultant pressures on him? This study will examine these issues in Atlanta, Georgia where the appointment of Negroes to the police force is of relatively long standing.

Note: The Department has compiled a dossier of projected studies and these can be discussed at the convenience of the Research Committee and the Research Associates.

APPENDIX E

THE 1965-66 TUSKEGEE AREA STUDY

THE 1965-66 TUSKEGEE AREA STUDY

The purposes of the Area Study are:

1. To train students in research methods - primarily in social survey techniques.

2. To collect a body of data on a population in or near the Tuskegee Area.

The 1965-66 Study may be looked upon as a trial run. It was decided to undertake a broad base-line study of the Montgomery Negro population, rather than concentrate on a single problem area. Data was collected on social, economic and demographic characteristics, family structure, migration patterns, and political behavior. (It is hoped in future years that it will be possible either to make arrangements with one of the predominantly white Alabama universities to use some of their students as interviewers, or to hire interviewers to include the white population of Montgomery in the sample.) This data will provide insights on which to base future studies which can concentrate on particular problem areas. This strategy made it possible to concentrate on methodological and logistical problems.

The study was incorporated into a two-semester course—Sociology 300 and 301—Methods of Research in the Social Sciences. This course is required of all social science majors and is offered in the junior year. (The methods course had been required for only one semester in previous years and students were, this year, allowed to elect whether they would remain in the course for the second semester.) Thirty-nine students were enrolled in the course (majoring in sociology, political science, economics and history).

The students were given some lectures on the methodological and substantive areas covered in the survey and were then divided into groups for the purpose of designing research objectives. A list of readings was given to each group. These objectives were revised several times until it was felt that they could meaningfully be translated into questions. The students then designed questions based on their objectives. All the questions were then mimeographed and distributed to the students, each of whom arranged the questions into an interview schedule. At each stage, the students wrote a brief paper describing the procedures involved. These papers, and other materials accumulated during the study, were collected in the form of a log book which is a record of the research experience.

APPENDIX F

Final Project Report

AN AREA STUDIES RESEARCH AND TRAINING PROGRAM

FINAL PROJECT REPORT

to

Mr. Morris Green, President
The Joseph Fels Foundation
111 W. 50th Street
New York 20, New York

Period Covered by Report:	January 1, 1966 to August 31, 1966
Name of Institution:	Tuskegee Institute, Tuskegee Institute, Alabama
Department:	Social Science Research
Title of Project:	An Area Studies Research and Training Program
Project Director:	Dr. Paul L. Puryear Paul L. Puryear
Associate Directors:	Dr. Wilmoth Carter, Mr. Eric Krystall
Staff Associate:	Mr. James Reid

I. Nature of the Project

During January 1966, the Fels Foundation awarded a grant of $9,995 to the Department of Social Science Research at Tuskegee Institute to conduct an eight month Area Study research and training program focusing on the Negro community of Montgomery, Alabama. The broad objectives of the project were the following:

1. To experiment with new methods for providing superior research experience and training for undergraduate students in sociology, political science, and economics.
2. To stimulate student interest in race relations as a substantive field of study within the various social science disciplines.
3. To promote the objectives of the faculty in consummating a program of social-scientific research centering on the changing status of the Negro in the American culture.

The Area Study was designed as a continuing program of the Department of Social Science Research in conjunction with the faculties of various departments at the Institute. The chief goal of the first year was to test the procedures and assumptions on which the program was based, and to collect and analyze a body of base-line data about the area and the population which would be essential to later research activities.

II. Procedures

The Area Studies Program was conducted primarily through a two-semester research practicuum (Methods of Social Research) involving 39 juniors majoring in the social sciences. The lecture and discussion sessions, which were held three times each week, were augumented by extensive work in the social science laboratory during the second semester.

For the first two months of the college year, the research practicum was devoted to the consideration of the methodological and substantive areas covered in the survey. Students were then divided into groups for the purpose of formulating research objectives. A list of readings was given to each group to facilitate this task.[1] With the assistance of the faculty, these research objectives were revised several times until they could be translated into meaningful interview questions. The students then designed questions based on their objectives. All the questions were mimeographed and distributed to the students, each of whom arranged the questions into an interview schedule. At each stage, a brief paper was prepared describing the procedures involved. These papers, and other materials accumulated during the study, were collected in a log book which became a cumulative record of the research experience.

Upon receipt of the individual schedule designs, the project staff and several students designed a pre-test schedule, and developed a random sample of the population of Tuskegee, Alabama. Several class sessions were devoted to interviewer training, following which each student conducted three practise interviews. The completed interviews were edited and then each group examined and revised the questions that they had designed. Questions were changed, eliminated, or left as written; a few were added. The final schedule, reflecting both student and faculty interests, was then prepared.[2]

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[1] For the list of assigned readings for the course, see Appendix A.

[2] See Appendix B for the final interview schedule.

During late January and early February the class, together with members of the project staff, moved into a motel in Montgomery, Alabama and interviews were collected from a scientific sample of the Negro population of the City. Each student sought to secure fifteen interviews. A total of 498 interviews were taken for a completion rate of approximately 86%. While this is a very respectable rate of completion, it would have been even higher had there been time to call back on refusals and respondents who were difficult to locate or were not at home.

Following the interviewing, the students were guided in the preparation of codes and then each student coded 17 complete questionnaires. The data was then punched on IBM cards by a private data processing firm.

Students prepared a proposal for the analysis of some portion of the data to test simple hypothesis using a selected number of variables on which data had been obtained. The data was analyzed using a counter-sorter, and percentage distributions were obtained. The students then prepared appropriate tables and wrote short research papers presenting their results. These papers were read and discussed during the final practicuum sessions. Some students will expand their papers in the senior year with more emphasis placed on substantive and theoretical questions. A representative sample of the papers prepared this year appears in Appendix C.

In June, a small grant was received from the U. S. Office of Education to enable the project staff to reinterview the same population to obtain more data on school desegregation and voting behavior. Several students trained in the research practicuum were employed to interview the sample and code the data. The faculty is now engaged in a comprehensive analysis of both the original data and the more recently collected data. The Director and Associate Director will be involved in the extensive analysis of this data during the academic year 1966-67. The first faculty monograph developed from the original data was prepared by Dr. Wilmoth Carter, a member of the project staff, during the current Summer. A copy appears in this document as Appendix D.

III. Evaluation

The area studies project developed out of a recognition by the social science faculties that existing courses in research methodology, while introducing students to the general principles of research design and execution, were formal, pedantic, and textbookish and offered little opportunity for actual field experience. The experiment this year with the new research practicuum has demonstrated that the area studies program does provide the means for substantially upgrading course offerings in this field. For the first time, students have had an opportunity to combine theory with practise. They have developed their own substantive research objectives, conducted actual field interviews, and coded and analyzed the data.

The grade distribution for the two semester practicuum suggests that the students generally performed well although the course was more extensive and demanding than courses previously offered in this field. The grade distribution for the class is presented in the accompanying table.

Grade	1st Semester	%	2nd Semester	%
A	3	7.7	8	29.6
B	12	30.8	10	37.0
C	21	53.8	7	25.9
D	--	--	1	3.7
E	--	--	1	3.7
I	3	7.7	--	--
TOTAL	39	100.0	27	99.9

It will be noted that the percentage of students with above average grade performance increased from 38.5 in the first semester to 66.6 in the second semester.

Tangible evidence of the value of the program can be seen by evaluating the research analysis which they prepared during the later stages of the course. Although these analysis were based on a limited number of variables and cross-tabulations were not elaborate, the research papers reflected a reasonably good grasp of the fundamentals of research.

Aside from the pedagogical benefits, the area survey provided a valuable social experience for the participating students. They were able to observe firsthand the life style and personality structure of a cross-section of the population of Montgomery. The nature of these experiences and the students reaction to them were described in daries which the students kept. Some representative accounts are presented in Appendix F.

The area survey also provided an important outlet for the consummation of faculty research. For the first time, the faculty was able to study the general social, economic, and demographic characteristics of the community and to study Negro family structure, migration patterns, and voting behavior. The data which was gathered will provide the basis for a series of faculty research monographs which will be prepared during the coming year.

In canvassing public and private agencies in Montgomery prior to conducting the area survey, it was discovered that little information was available on the Negro community. Accordingly, much of the social and demographic data which was collected during the survey will be very valuable to those agencies and groups that have an interest in the improvement of general social and economic conditions in the City. The project director and other members of the staff will be engaged during the Fall of 1966 in the preparation of a social profile of the Montgomery community which will be distributed to appropriate public and private organizations. Copies will also be distributed to each of the respondents in the survey sample so that they will have first-hand information about the community.[3]

IV. Future Projections

The experimentation with the area research training program this year has shown that it substantially enriches both teaching and research in the social sciences, and makes a substantial contribution to the improvement of the community beyond the campus. Consequently, Tuskegee will continue this program as a permanent aspect of its curriculum. The program will be supported from revenues recently received by Tuskegee as a part of its long-range fund raising drive. The "seed" grant which the Fels Foundation made available to experiment with this project has, therefore, made a lasting contribution to Tuskegee's continuing efforts to modernize and update its curriculum.

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[3] Following the January interviewing, a mail questionnaire was sent to all respondents asking for a reaction to the interview experience. Many expressed an interest in the results of the study.

APPENDIX A

Tuskegee Institute | Social Science 300 - 301

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Tuskegee Institute
Department of Social Science Research

January 1966
Interview Number________
Interviewer__________

APPENDIX B. A STUDY OF FAMILY AND COMMUNITY LIFE

1. (You)(your________) told me who the adults are who live here and their relationship to you. Could you please tell me the first names of all the children and those under 21 who live here?

Name	1.	2.	3.	4.	5.	6.
a. Is that a boy or a girl?	M F	M F	M F	M F	M F	M F
b. What is (his)(her) relationship to you?						
c. When was (he)(she) born? (GET MONTH AND YEAR)	______ (MONTH) ______ (YEAR)	______ (MONTH) ______ (YEAR)	______ (MONTH) ______ (YEAR)	______ (MONTH) ______ (YEAR)	______ (MONTH) ______ (YEAR)	______ (MONTH) ______ (YEAR)

2. Do you have any (other) children, either under or over 21, who are not living here?

YES

NO (GO TO 3)

(IF YES)

Name	1.	2.	3.	4.	5.	6.
a. Is that a boy or a girl?	M F	M F	M F	M F	M F	M F
b. When was (he)(she) born? (GET MONTH AND YEAR)	______ (MONTH) ______ (YEAR)	______ (MONTH) ______ (YEAR)	______ (MONTH) ______ (YEAR)	______ (MONTH) ______ (YEAR)	______ (MONTH) ______ (YEAR)	______ (MONTH) ______ (YEAR)
c. Where is (he)(she) now? (GET CITY AND STATE)	______ (CITY) ______ (STATE)	______ (CITY) ______ (STATE)	______ (CITY) ______ (STATE)	______ (CITY) ______ (STATE)	______ (CITY) ______ (STATE)	______ (CITY) ______ (STATE)
d. Why did (he)(she) go there?						
e. When did you last see (him)(her)? (GET ACTUAL DATE)	______ (MONTH) ______ (YEAR)	______ (MONTH) ______ (YEAR)	______ (MONTH) ______ (YEAR)	______ (MONTH) ______ (YEAR)	______ (MONTH) ______ (YEAR)	______ (MONTH) ______ (YEAR)
f. Did you go there or did (he)(she) come here?	THERE HERE	THERE HERE	THERE HERE	THERE HERE	THERE HERE	THERE HERE

3. What about your close relatives such as your parents and brothers and sisters. Can you please tell me where the ones live who do not live here in Montgomery?

RELATIVE	1.	2.	3.	4.	5.
a. LIVES IN. (GET CITY AND STATE)	______ (CITY) ______ (STATE)	______ (CITY) ______ (STATE)	______ (CITY) ______ (STATE)	______ (CITY) ______ (STATE)	______ (CITY) ______ (STATE)
b. How often do you see (him)(her)?	OFTEN SELDOM NEVER	OFTEN SELDOM NEVER	OFTEN SELDOM NEVER	OFTEN SELDOM NEVER	OFTEN SELDOM NEVER
(IF NEVER) c. Do you keep in touch by letter or phone or not at all?	↓ LETTER PHONE NOT AT ALL	↓ LETTER PHONE NOT AT ALL	↓ LETTER PHONE NOT AT ALL	↓ LETTER PHONE NOT AT ALL	↓ LETTER PHONE NOT AT ALL
d. When did (he) (she) go to ______ (PLACE)?	↓↓ ALL LIFE ______ (YEAR)	↓↓ ALL LIFE ______ (YEAR)	↓↓ ALL LIFE ______ (YEAR)	↓↓ ALL LIFE ______ (YEAR)	↓↓ ALL LIFE ______ (YEAR)
(IF NOT ALL LIFE) e. Why did (he) (she) go there?					

4. Now, could you please tell me if any of (your)(or your (wife's)(husband's)) relatives live within walking distance?

☐ YES ↓ ☐ NO (GO TO 5)

(IF YES)

a. Which relative is that?	1.	2.	3.	4.	5.
b. How often do you see (him) (her)--every day, once or twice a week, once or twice a month, less often?	EVERY DAY 1-2 WEEK 1-2 MONTH LESS	EVERY DAY 1-2 WEEK 1-2 MONTH LESS	EVERY DAY 1-2 WEEK 1-2 MONTH LESS	EVERY DAY 1-2 WEEK 1-2 MONTH LESS	EVERY DAY 1-2 WEEK 1-2 MONTH LESS

5. How long have you lived in this (house)(apartment)?

ALL LIFE (GO TO 7, p. 4)

(NUMBER OF YEARS)

(IF NOT "ALL LIFE")

6. Could you please tell me all the places where you have lived. First of all, where were you born? (INTERVIEWER: AFTER QUESTIONS ON BIRTHPLACE, REPEAT QUESTIONS FOR EACH SUCCESSIVE MOVE TO PRESENT ADDRESS)

	BORN IN	MOVED TO	MOVED TO	MOVED TO	MOVED TO
	(CITY) (STATE)	(CITY) (STATE)	(CITY) (STATE)	(CITY) (STATE)	(CITY) (STATE)
(IF IN MONTGOMERY) a. What street was that?					
b. How long did you live there?	(YEARS)	(YEARS)	(YEARS)	(YEARS)	(YEARS)
c. Who lived there with you?					
d. Why did you move from there?					

e. Where did you move to from there? (WRITE ANSWER AT THE TOP OF THE NEXT COLUMN)

f. Why did you decide to move to Montgomery?

g. Why did you decide to move to this part of Montgomery?

h. All things considered, how do you feel now about the move--was it a good idea or a poor idea to move here?

GOOD IDEA

POOR IDEA

i. Why do you feel this way?

7. Do you think there is any chance of your moving in the next twelve months?

SOME CHANCE NO CHANCE (GO TO 8)

(IF "SOME CHANCE")

7a. Would you say you definitely will move, probably will move, or are you uncertain?

DEFINITELY WILL MOVE PROBABLY WILL MOVE UNCERTAIN

7b. Why are you thinking of moving?____________________

____

____

7c. Do you expect to stay in the Montgomery area if you do move?

YES NO

(IF YES)

7d. To which part of Montgomery do you expect to move?

____

(IF NO)

7e. If you do move from Montgomery, where would you move to?

________________ (CITY) ________________ (STATE)

7f. What are your reasons for choosing this place?____________________

____

____

8. Many families join together in celebrating such things as birthdays, holidays, reunions, anniversaries. Do you participate in celebrations that bring the family together during the year?

YES NO (GO TO 9)

(IF YES)

8a. What celebrations do you have?____________________

8b. Who participates?____________________

____

8c. How often would you say you go to these big get-togethers?

ONCE A MONTH OR MORE SEVERAL TIMES A YEAR LESS OFTEN NEVER

9. Now, I would like you to think of the three people whom you feel closest to and know best (besides your (husband)(wife) (and children)). Could you please tell me the first name of each one so that we won't get them mixed up.
(ASK SERIES 9a THROUGH 9h FOR EACH PERSON NAMED)

NAME	1.	2.	3.
(IF NOT CLEAR) 9a. Is ________ a man or a woman?	M F	M F	M F
9b. Is (he)(she) a relative or a friend?	RELATIVE FRIEND	RELATIVE FRIEND	RELATIVE FRIEND
(IF RELATIVE) 9c. What relation is (he)(she) to you?			
9d. How old is ________?	________ (YEARS)	________ (YEARS)	________ (YEARS)
9e. How often do you see ________?	EVERY DAY 1-2 WEEK 1-2 MONTH SELDOM NEVER	EVERY DAY 1-2 WEEK 1-2 MONTH SELDOM NEVER	EVERY DAY 1-2 WEEK 1-2 MONTH SELDOM NEVER
(IF NEVER SEES) 9f. Do you phone or write to (him)(her)?	PHONE WRITE NEITHER	PHONE WRITE NEITHER	PHONE WRITE NEITHER
9g. Is ________ married?	YES NO	YES NO	YES NO
9h. What is (his)(her husband's) job?			

10. Coming back to your own family, are you single, married, separated, divorced, or widowed?

SINGLE (GO TO 15) MARRIED SEPARATED DIVORCED WIDOWED

(IF EVER MARRIED)

10a. (Is)(was) this your first marriage? YES NO

10b. Could you please tell me the month and year of your (first) marriage?

________ MONTH ________ YEAR

(IF MARRIED MORE THAN ONCE) 10c. And the month and year of this marriage? ________

10d. (Is)(was) this your (husband's)(wife's) first marriage? YES NO

(IF APPROPRIATE, CONTINUE. IF INAPPROPRIATE GO TO 15)

Now, you said you have _____children. . .(CHECK PAGE 2 IF NECESSARY)

(IF APPROPRIATE)

11. Do you expect to have (more) children? YES (CONTINUE) NO (GO TO 12)

(IF YES) 11a. How many children do you expect to have in all (including those you now have? ______________NUMBER OF CHILDREN

11b. How sure are you that you will really have_____children in all?

VERY SURE NOT SURE

12. How do you intend to keep the number of your children limited to __________?

____

____

13. How many children do you think your (wife)(husband) would want if (she)(he) could choose?______________________________NUMBER OF CHILDREN

14. Some people tell us that some of their children came too soon or too late or when they didn't want any more. Now how about you? Were all your children born just when you wanted them or would you have preferred any of your children to have been born earlier, or later, or perhaps not at all. How about your first child? (REPEAT SERIES FOR EACH CHILD)

	1st	2nd	3rd	4th	5th	6th	7th
EARLIER	( )	( )	( )	( )	( )	( )	( )
LATER	( )	( )	( )	( )	( )	( )	( )
NOT AT ALL	( )	( )	( )	( )	( )	( )	( )
AT THE RIGHT TIME	( )	( )	( )	( )	( )	( )	( )

15. We are interested in how things get done in a family. . .for instance, who makes the major decisions in your family?

____

15a. Who looks after the money and the bills?______________________

(IF R HAS OR IS LIKELY TO HAVE CHILDREN, CONTINUE. IF R IS SINGLE OR HAS NO CHILDREN, GO TO 16)

15b. Who (will) decide(s)(d) how many children there should be before your family (is)(was)(will be) complete?

WIFE HUSBAND BOTH OTHER__________

15c. Who (will) discipline(s)(d) the children?

WIFE HUSBAND BOTH OTHER__________

XERO COPY

Another topic on which we need information is what people do in their spare time. . .

16. Do you watch television?

YES NO (GO TO 17)

(IF YES)

16a. Do you watch programs dealing with news and politics? YES NO (GO TO 17)

(IF YES)

16b. Which programs in particular do you watch?____________________

____

16c. About how much time each day do you spend watching programs dealing with news and politics?____________________TIME

17. How about radio. . .do you listen to the radio? YES NO

18. Now, we would like to find out what you read and how much you read. . .take magazines, for example. Do you read any magazines?

YES NO (GO TO 19)

(IF YES) 18a. What magazine(s)?____________________

19. How about the newspaper. . .do you read newspapers?

YES NO (GO TO 20)

(IF YES)

19a. What newspaper(s) do you read?____________________

____

19b. How often do you read a newspaper?

EVERYDAY 2-3 TIMES A WEEK ONCE A WEEK 1-2 TIMES A MONTH SELDOM

19c. Which part of the paper do you read first?

NEWS EDITORIAL SPORTS NEGRO SECTION COMICS OTHER__________

19d. (Does)(do) the paper(s) report all the news you are interested in?

YES (GO TO 20) NO

(IF NO) 19e. What other news would you like to see covered?____________________

____

____

20. During an election, do you get a better picture of what each candidate is like from television, newspapers, magazines, friends, or from radio?

TELEVISION NEWSPAPERS MAGAZINES FRIENDS RADIO OTHER________________

21. Do you belong to any clubs or groups like these? (SHOW CARD I)

(1)____Labor union (like AFL-CIO or a carpenters' union)
(2)____Political club or group (like Young Democrats, Young Republicans, or a political organization)
(3)____Organizations concerned with race relations (like the Human Relations Council, NAACP, voters' leagues, Montgomery Improvement Association)
(4)____Fraternal organizations or lodges (like the Masons, Elks, American Legion)
(5)____PTA (Parent-Teachers-Association)
(6)____Business, professional or civic groups (like the Kiwanis or Lions Club)
(7)____Farm groups (like the Farm Bureau)
(8)____Church or church-connected groups
(9)____Fraternities or sororities
(10)____Social clubs (like a bridge club)
(11)____Other____________________(SPECIFY)
(12)____None (GO TO 23)

22. (ASK ENTIRE SERIES FOR EACH ORGANIZATION MENTIONED IN 21)

22a. Name of organization	1.	2.	3.	4.
22b. How long have you been a member of___?				
22c. Have you ever held any office in this organization?	YES NO	YES NO	YES NO	YES NO
(IF YES) 22d. What office(s) do(did) you hold?				
22e. How often does this group meet?				
22f. How often do you attend meetings?				
22g. What benefits have you received from this organization?				
22h. Is this an all-Negro organization?	YES NO	YES NO	YES NO	YES NO

23. As I said earlier, we are interested in family and community life. What do you think are the most important problems facing your community?

____

____

____

24. Do you feel that there are people who help the community deal with those problems?

YES NO

25. What do you look for in a leader? ____________________

____

____

26. Which people in the community do you think of as leaders?

a. __________ b. __________ c. __________

d. __________ e. __________ f. __________

27. Do other people in the community think of them as community leaders? YES NO

28. Now, thinking of all the people you have mentioned and others you may not have mentioned, who would you say are the three most important people in Montgomery?

NAME	1.	2.	3.
28a. What does (he) (she) do?			
28b. Why do you choose (him)(her)?			

29. Now, who are the three most important white people in Montgomery?

NAME	1.	2.	3.
29a. What does (he) (she) do?			
29b. How much personal contact have you had with (him) (her)?	A LOT SOME NONE	A LOT SOME NONE	A LOT SOME NONE
29c. Do you think (he) (she) is interested in your problems?	YES NO	YES NO	YES NO

30. Who would you say are the three most important Negroes locally?

NAME	1.	2.	3.
30a. What does (he) (she) do?			
30b. How much personal contact have you had with (him)(her)?	A LOT SOME NONE	A LOT SOME NONE	A LOT SOME NONE
30c. Do you think ____ is interested in your problems?	YES NO	YES NO	YES NO

January 1966

31. Over the past ten years would you say that the Negro leadership in Montgomery has changed or remained the same?

CHANGED

(IF CHANGED)

31a. In what way? ____________________

31b. Are these changes all right?

YES NO

REMAINED THE SAME

(IF REMAINED THE SAME)

31c. Should it be improved, or is it all right the way it is?

IMPROVED ALL RIGHT

32. How much would you say that white citizens respect the Negro leaders?

A LOT SOME VERY LITTLE NOT AT ALL

33. Now, considering the United States as a whole, who would you say is the most important Negro leader? ____________________

33a. Why do you think so? ____________________

34. What do you think of Dr. Martin Luther King, Jr.? (IF NOT ALREADY MENTIONED) ____________________

34a. Do you agree with any of his ideas and actions? (IF NOT ALREADY MENTIONED)

YES NO (GO TO 34c)

(IF YES) 34b. Which are those? ____________________

34c. Do you disagree with any of his ideas and actions? YES NO (GO TO 35)

(IF YES) 34d. Which are they? ____________________

35. Have you heard of the Black Muslims?

YES NO (GO TO 36)

(IF YES) 35a. What do you think of their ideas and actions? ____________________

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January 1966

36. Is there any group among the white people in Montgomery that seems different in any way from the rest?

YES   NO (GO TO 36c)

(IF YES) 36a. Which group(s)? ____________________

36b. In what way? ____________________

(IF NOT MENTIONED)
36c. What about poor people, are they different?   YES   NO

36d. Why is that? ____________________

(IF NOT MENTIONED)
36e. What about Jews, are they different?   YES   NO

36f. Why is that? ____________________

37. What do you feel are the main political issues in this state? ____________________

(IF R HAS CHILDREN, CONTINUE. IF R HAS NO CHILDREN, SKIP TO 39 NEXT PAGE)

38. Would you send any of your children to a mostly white school?

YES   NO

(IF YES)
38a. Which of your children would you send?

(IF NOT ALL, CONTINUE. IF ALL, GO TO 38e)
38b. Why would you send (this one)(them)?

38c. Why not the other(s)? ____________________

(IF NO)
38d. Why not?

38e. Suppose you thought your child's teacher was not doing a good job of educating your child, would you do anything about it?

YES   NO (GO TO 39)

(IF YES) 38f. What would you do? ____________________

39. There has been some discussion about the lack of certain public facilities and services in the Montgomery community. What do you think Montgomery needs most?

____

____

40. Do you think that the Alabama Republican Party is interested in helping the Negro in Alabama?

YES NO DON'T KNOW

40a. Why is that? ____

____

41. Do you think that the Democratic Party of Alabama is interested in helping the Negro in Alabama?

YES NO DON'T KNOW

41a. Why is that? ____

____

42. In the Montgomery Negro community which organization or group has helped the Negro most? Which next? And which next? (HAND CARD AND RANK THEM IN ORDER)

____ N.A.A.C.P.

____ Montgomery Improvement Association

____ Student Nonviolent Coordinating Committee (SNCC)

____ Montgomery Voter's League

____ Southern Christian Leadership Conference

______________________ Other

42a. Have you ever attended a meeting of any of these groups?

YES NO (GO TO 43)

(IF YES) 42b. Which one? ____

43. Did anyone in your family go and see the Selma-to-Montgomery march last Spring?

YES NO (GO TO 44)

(IF YES) 43a. Who was that? ____

44. Did anyone in your family join in the march? YES NO (GO TO 45)

(IF YES) 44a. Who was that? ____

45. Would you say that the Selma-to-Montgomery march accomplished anything important?

YES NO

(IF YES) 45a. What do you think it accomplished? ______________________

(IF NO) 45b. Why not? ______________________

____

XERO COPY

46. How did Negroes here feel about other people coming in and demonstrating for them?

____

____

____

47. Some people have said that if Negroes are being treated as second-class citizens they should not serve in the armed forces; others have said that they should serve anyway. What do you think?

SHOULD SERVE SHOULD NOT SERVE

47a. Why is that? ____

____

48. Now that we have the Civil Rights Bill do you feel more like a citizen, less like a citizen, or do you feel the same as you did before the Bill was passed?

MORE LESS SAME

48a. Why do you feel this way? ____

____

____

49. As you know, a Voting Rights Bill was recently passed by Congress. We would like to have some information about voting. First of all, are you a registered voter?

YES (CONTINUE) NO (SKIP TO 49f, TOP OF NEXT PAGE)

(IF YES)

49a. When did you register? ____________ (MONTH) ____________ (YEAR)

49b. Were you registered by the county registrar or by a federal registrar?

COUNTY FEDERAL

49c. Why did you register then? ____

____

____

49d. Did you have any trouble registering? YES NO (GO TO 50)

(IF YES) 49e. What sort of trouble? ____

____

____

(SKIP TO 50, NEXT PAGE)

(IF R IS NOT A REGISTERED VOTER, I.E. SAID "NO" TO 49)

49f. Have you ever tried to register? YES NO (GO TO 49j)

(IF YES)

49g. How long ago did you first try to register? ________NUMBER OF YEARS

49h. How many times have you tried to register? ________NUMBER OF TIMES

49i. Why weren't you able to register? ____________________

____

49j. Do you intend to register?

YES

49k. When? ____________________

____

NO

49m. Why not? ____________________

____

50. Do you try to get other people to vote? YES NO

51. Do you think that the Voter Rights Bill of 1964 will have any effect on the Negro's progress?

YES NO (SKIP TO 52)

(IF YES) 51a. What effect do you think it will have here? ____________________

____

____

52. In election campaigns, different groups work for one candidate or another. Are there any groups on this list that you particularly trust--that is, would you be more likely to vote for a candidate they recommend? (USE CARD AND CHECK ALL GROUPS R TRUSTS)

_____Veteran groups
_____Farm groups
_____Catholic groups
_____College groups
_____Protestant groups
_____Business groups
_____Jewish groups
_____Labor unions
_____None

53. Are there any groups on the list that you don't trust--that is, would you be likely to vote against candidates they recommend? (USE CARD AND CHECK ALL GROUPS R DISTRUSTS)

_____Veteran groups
_____Farm groups
_____Catholic groups
_____College groups
_____Protestant groups
_____Business groups
_____Jewish groups
_____Labor unions
_____None

54. Some people say that because Jews are a minority group they are more likely to help Negroes; others say they take advantage of Negroes. How do you feel about this?

LIKELY TO HELP   TAKE ADVANTAGE

54a. Why do you feel this way?

54b. What else have you heard about Jews?

(IF R WAS REGISTERED BEFORE THE 1964 ELECTION, CONTINUE. IF R WAS NOT REGISTERED, SKIP TO 56)

55. Many registered voters were not able to get to the polls during the last election. How about you--did you vote in the last election for President?

YES   NO

(IF YES) 55a. Who did you vote for?

(IF NO) 55b. Was there any particular reason you did not vote?

(IF R EVER REGISTERED, CONTINUE. IF R NEVER REGISTERED, SKIP TO 57)

56. In an election, how (do)(would) you decide which candidates to vote for?

57. Do white politicians here do anything to get the Negro vote?

YES   NO (GO TO 58)   DON'T KNOW (GO TO 58)

(IF YES) 57a. What do they do?

58. In the future do you think that Negroes in Montgomery will have more or less say in how things are run?

MORE   LESS   DON"T KNOW (GO TO 59)

58a. How will that come about?

January 1966

59. Here is a list of names. You will know some of them and not know others. As I read each name, tell me if you have heard of him. If you have heard of him, then tell me whether you always agree with him, sometimes agree with him, disagree but respect him, or believe nobody should listen to him. Add anything else you have to say about him.

		(IF KNOW)				
	KNOW	ALWAYS AGREE	SOMETIMES AGREE	RESPECT BUT DISAGREE	NOT LISTEN	COMMENTS
a. Lyndon B. Johnson						
b. Julian Bond						
c. "Bull" Connor						
d. Richmond Flowers						
e. James Folsom						
f. James Forman						
g. C. G. Gomillion						
h. Earl James						
i. James Martin						
j. Ralph McGill						
k. E. D. Nixon						
l. Kwame Nkrumah						
m. Ian Smith						
n. George Wallace						
o. Levi Watkins						

60. I have a few questions about religion. Can you please tell me what your religion is--are you Protestant, Catholic, or what?

PROTESTANT ↓   CATHOLIC (GO TO 60b)   OTHER ____________ (SPECIFY. GO TO 60b)

(IF PROTESTANT) 60a. What specific denomination are you--Methodist, Presbyterian, Baptist, Episcopalian, or what?

____

60b. How often do you go to church? Would you say more than once a week, once a week, two or three times a month, once a month, a few times a year, less than that, or never?

MORE THAN ONCE A WEEK   ONCE A WEEK   2-3 TIMES A MONTH   ONCE A MONTH

A FEW TIMES A YEAR   LESS   NEVER

60c. Have you always been a member of this faith? YES (GO TO 61) NO

(IF NO) 60d. What faith were you a member of before you changed?__________

60e. Why did you change?__________

61. Can someone who doesn't believe in God be a good citizen? YES NO

62. Should religious leaders take a stand in favor of a candidate? YES NO

62a. Why?__________

Some of our questions have to do with education. . .

(IF RESPONDENT HAS, OR IS LIKELY TO HAVE, CHILDREN, CONTINUE. IF R'S CHILDREN ARE ALREADY GROWN, GO TO 65. IF R HAS NO CHILDREN AND IS UNLIKELY TO HAVE ANY, GO TO 66)

63. What do you think is the least amount of education (your child)(any of your children) will need?

EIGHTH GRADE (GO TO 64) SOME HIGH (GO TO 64) H.S. DIPLOMA (GO TO 64)

TRADE SCHOOL (GO TO 64) COLLEGE (CONTINUE) OTHER__________ (SPECIFY. GO TO 64)

(IF COLLEGE)

63a. Have you started to provide for college?

YES NO

(IF YES) 63b. In what form are your savings?__________

(IF NO) 63c. How do you think they will manage to afford college?__________

64. Do you think (your child)(any of your children) will go to a private school sometime--either in elementary school or in high school?

YES NO (GO TO 65)

(IF YES) 64a. What sort of school will that be?__________

64b. Why have you thought of sending your (child)(children)?__________

(IF RESPONDENT HAS ANY GROWN CHILDREN, CONTINUE. IF NONE OF R'S CHILDREN ARE GROWN, GO TO 66)

65. Have any of your children graduated from high school?

YES

NO (GO TO 66)

(IF YES)

65a. Did (he)(she)(they) go to a college, trade school, nursing school, or anything else after high school?

	COLLEGE	TRADE	NURSING	BUSINESS	OTHER (SPECIFY)
1st GRADUATE					
2nd GRADUATE					
3rd GRADUATE					
4th GRADUATE					

66. About your own education. . .what is the highest grade you completed in school or college?

0-4 5-8 9-11 12 13-15 16 OR MORE

66a. Did you always go to a public school, or did you ever go to a private elementary or high school?

ALWAYS PUBLIC (GO TO 66d) SOME PRIVATE

(IF PRIVATE) 66b. What sort of school was that? ________

66c. How many years did you spend there? ________

(IF R WENT TO COLLEGE) 66d. What college did you go to? ________

(IF RESPONDENT IS OR EVER WAS MARRIED, CONTINUE. IF R IS SINGLE GO TO 68)

67. What is the highest grade your (wife)(husband) completed?

0-4 5-8 9-11 12 13-15 16 OR MORE

67a. Did (he)(she) always go to a public school, or did (he)(she) ever go to a private elementary school or high school?

ALWAYS PUBLIC (GO TO 67d) SOME PRIVATE

(IF PRIVATE) 67b. What sort of school was that? ________

____

67c. How many years did (he)(she) attend? ________

(IF R'S WIFE OR HUSBAND WENT TO COLLEGE) 67d. What college did your (wife) (husband) attend?

____

68. What is the highest grade your father conpleged?

0-4 5-8 9-11 12 13-15 16 OR MORE DON'T KNOW

(IF DON'T KNOW) 68a. Would you say he attended elementary or high school?

ELEMENTARY HIGH

69. What is the highest grade your mother completed?

0-4 | 5-8 | 9-11 | 12 | 13-15 | 16 OR MORE | DON'T KNOW

(IF DON'T KNOW) 69a. Would you say she attended elementary or high school?

ELEMENTARY | HIGH

(ASK ABOUT ALL HOUSEHOLD HEADS ONLY)

70. One of the most important aspects of family life is employment. First of all, can you please tell me whether (you are)(your husband is) working now, unemployed, retired, or what?

WORKING NOW | UNEMPLOYED (GO TO 70c) | RETIRED (GO TO 70c) | OTHER ______

(IF WORKING) 70a. How many hours a week (do you)(does he) work? ______

70b. What (do you)(does he) usually do on (your)(his) job? ______

(GET JOB TITLE AND DESCRIPTION IF NECESSARY. GO TO 71)

(IF DECEASED, RETIRED, OR UNEMPLOYED) 70c. What did (you)(he) do on (your)(his) job? ______
(GET JOB TITLE AND DESCRIPTION)

(IF WORKING NOW, CONTINUE. IF RETIRED, GO TO 72. IF UNEMPLOYED, GO TO 74. IF DECEASED, GO TO 77)

71. (Have you)(has he) had any type of training for this job?

YES (GO TO 71b) | NO

(IF NO) 71a. (Have you)(has he) had any training for any other type of work?

YES (GO TO 71b) | NO (GO TO 71c)

(IF "YES" TO 71 or 71a) 71b. What type of training? ______

______

71c. (Do)(does) (you)(your husband) supervise other people? YES | NO

71d. How long (have you)(has he) worked on this job? ______ YEARS

71e. (Do you)(does he) consider this a secure job with a future? YES | NO

71f. If (you)(he) should happen to lose this job, do you feel it would be easy or hard to find another one?

EASY | HARD

71g. Why is that? ______

______

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71h. How many different jobs (have you)(has he) had in the last five years?

____________________ NUMBER

(IF MORE THAT ONE, CONTINUE. IF ONLY ONE, GO TO 71k)

71i. What was your last job? ____________________

71j. Why did you change jobs? ____________________

71k. (Have you)(has he) taken advantage of any State or Federal government-sponsored training program?

YES   NO (GO TO 71n)

(IF YES) ↓ 71m. Which program? ____________________

71n. Is (your)(his) job the kind where the boss can fire (you)(him) without warning or for no reason at all?

YES   NO

(ASK OF ALL RESPONDENTS EXCEPT HEADS OF HOUSE WHO ARE UNEMPLOYED OR DECEASED)

72. Are job opportunities for Negroes increasing in this area?   YES   NO

73. What (is) (your)(your husband's) attitude toward his job--happy with it, barely satisfied, or dislike(s) it?

HAPPY   BARELY SATISFIED   DISLIKE

73a. What (do you)(does he) like most about (your)(his) job? ____________________

73b. What (do you)(does he) dislike most about (your)(his) job? ____________________

(GO TO 75)

(IF HOUSEHOLD HEAD IS UNEMPLOYED, CONTINUE. IF HOUSEHOLD HEAD IS NOT UNEMPLOYED, ASK 75)

74. How long (have you)(has your husband) been unemployed? ____________________ MONTHS

74a. Why (aren't you)(isn't he) working now? ____________________

74b. Are you receiving any public assistance?

YES (CONTINUE)   NO (GO TO 74f, TOP OF NEXT PAGE)

(IF YES) ↓

74c. From whom are you getting assistance? ____________________

74d. How much are you getting? $____________________ PER ____________________

74e. Is t[illegible] enough?   YES   NO   (GO TO [illegible])

(IF "NO" TO PUBLIC ASSISTANCE)

74f. How do you manage to pay for food and for other necessities such as rent? ______________________

74g. How soon do you think (you)(he) will find a job? ______________________

____

74h. What (are you)(is he) doing about finding one? ______________________

(ASK ALL RESPONDENTS, EXCEPT WHERE HOUSEHOLD HEAD IS DECEASED. ASK ABOUT HOUSEHOLD HEADS)

75. (Have you)(has your husband) ever been unemployed from the time (you)(he) left (school)(college) until now?

YES ↓ NO (GO TO 76)

(IF YES)

75a. How often was that--once, two or three times, more often than that?

ONCE 2-3 TIMES MORE OFTEN

75b. (Were you)(was he) out of work at all last year, 1965? YES ↓ NO (GO TO 75d)

(IF YES) 75c. For how long? ____________ NUMBER OF MONTHS

75d. What about the year before, 1964? YES ↓ NO (GO TO 75f)

(IF YES) 75e. For how long? ____________ NUMBER OF MONTHS

75f. What about the year before that, 1963? YES ↓ NO (GO TO 76)

(IF YES) 75g. For how long? ____________ NUMBER OF MONTHS

(IF HEAD OF HOUSEHOLD HAS RETIRED, CONTINUE. IF HOUSEHOLD HEAD HAS NOT RETIRED, GO TO 77)

76. Why did (you)(he) retire? ______________________

76a. (Are you)(is he) able to hold a part-time job? YES NO

76b. How did (your)(his) retirement affect your daily living?

HAD NO EFFECT CAUSED LOWER STANDARD

(IF RESPONDENT EVER MARRIED, ASK ABOUT WIFE UNLESS WIFE IS HEAD OF HOUSEHOLD.
IF RESPONDENT IS SINGLE OR IS HEAD OF HOUSEHOLD, GO TO 78)

Now, what about (your wife)(you). . .

77. (Has she)(have you) worked for pay before or since your marriage?

YES — NO (GO TO 78)

(IF YES) 77a. (Is she)(are you) presently employed?

YES — NO (GO TO 77e)

(IF YES)

77b. What is (her)(your present occupation? ____________________ (SPECIFY)

____

77c. Is that full-time or part-time? FULL-TIME — PART-TIME

77d. How long (has she)(have you) had this job? ____________________ (MONTHS) (GO TO 78)

(IF R IS NOT PRESENTLY EMPLOYED)

77e. How long is it since (she)(you) did work? ____________________ (MONTHS)

77f. What was (her)(your) job? ____________________ (SPECIFY)

77g. (Does she)(do you) expect to start work again? YES — NO (GO TO 78)

(IF YES)

77h. How sure are you that (she)(you) will work again—would you say very sure, fairly sure, or not sure?

VERY SURE — FAIRLY SURE — NOT SURE

77i. When do you think (she)(you) will work again? ____________________

____

77j. What job will (she)(you) want when (she)(you) (does)(do) work?

____

78. What (is)(was) your father's occupation? ____________________ (SPECIFY)

78a. What (is)(was) your mother's occupation? ____________________ (SPECIFY)

(IF MARRIED) 78b. What (is)(was) your (wife's)(husband's) father's occupation?

____________________ (SPECIFY)

79. Does anyone else work who lives here? YES — NO (GO TO 80)

(IF YES) 79a. Who is that?
1. ____________ 2. ____________ 3. ____________

79b. What does (he)(she) do?
1. ____________ 2. ____________ 3. ____________

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Now, just a few more questions and we'll be through . . .

80. Do you own this home, pay rent, or what?

OWN   PAY RENT (GO TO 80d)   OTHER______________________(GO TO 80h)

(IF OWNS)

80a. Could you please tell me the present value of this house?

$____________________

80b. Are you still paying for your home?

YES   NO (GO TO 81)

(IF YES) 80c. Are you nearly through paying, about half done, a quarter done, or less?

MOST   HALF   QUARTER   LESS

(IF RENTS)

80d. How much rent do you pay a month?

$____________________

80e. How much do utilities cost a month?

$____________________

80f. Do you rent furnished or unfurnished?

FURNISHED   UNFURNISHED

80g. Has the rent been raised since you have lived here?

YES   NO

(IF OTHER) 80h. Could you tell me about that?____________________

81. How many rooms do you have, not counting bathrooms? __________NUMBER OF ROOMS

82. We are interested in knowing about your recent purchases...have you bought any major items recently such as a car, television, furniture, air conditioner, etc.?

YES   NO (GO TO 82f)

(IF YES)

82a. What was it?____________________

82b. When did you buy it?____________________

82c. What was the total price?____________________

82d. Was there a trade-in, or did you sell your old one, or what?

____

82e. How did you finance it?____________________
(INSTALLMENT PLAN, LOAN, PAY CASH)

82f. Do you have a color television set?   YES   NO

82g. How many cars do you have in the family at present?

ONE   TWO   MORE THAN TWO   NONE (GO TO 83)

(IF ANY)

82h. What make(s) (is it)(are they)?

1.____________________ 2.____________________

82i. What year and model (is it)(are they)?

1.____________________ 2.____________________

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83. Have you made any provision or insurance for emergencies such as unemployment, illness, theft, or fire?

YES NO (GO TO 84)

(IF YES) 83a. What sort of provision?____________________

84. Now, we would like to know something about your savings. Do you have any type of savings like Government Bonds, a savings account, a checking account, or an account in a loan association or credit union?

YES NO

85. About what was your total family income last year, for you and your (wife)(husband)? Was it. . . (HAND RESPONDENT CARD 4)

a._____Under $1,000
b._____$1,000-1,999
c._____$2,000-2,999
d._____$3,000-3,999
e._____$4,000-5,999
f._____$6,000-7,999
g._____$8,000-9,999
h._____$10,000 and over

(IF RESPONDENT REFUSES TO ANSWER 85) 85a. Could you please tell me whether the family income was under or over $2,500 ?

UNDER $2,500 OVER $2,500

(IF MARRIED) 85b. How much of the total family income was earned by (you) (your husband)?____________________

(IF NOT PRESENTLY RECEIVING WELFARE, CONTINUE. IF RECEIVING WELFARE, TERMINATE)

86. Have you ever received any sort of public assistance?

YES NO (TERMINATE)

(IF YES)

86a. What kind of assistance was that?____________________

86b. When did you receive it? From__________to__________

From__________to__________

From__________to__________

86c. About how much did you receive? __________PER__________

86d. Can you tell me a little about your experiences with the people who gave you assistance. . .for instance, can you suggest any improvements?

____

____

____

Thank you so much for taking the time to talk with me. I appreciate your cooperation.

THUMBNAIL--TO BE COMPLETED IMMEDIATELY AFTER LEAVING RESPONDENT'S HOUSE

1. CONDITION OF THE BUILDING (BY OBSERVATION):

___SOUND ___DETERIORATING ___DILAPIDATED

2. CONDITION OF THE FURNITURE AND FURNISHINGS (BY OBSERVATION):

___EXCELLENT ___GOOD ___AVERAGE ___POOR ___DETERIORATED

3. HOUSEKEEPING STYLE:

___A. EXCEPTIONALLY ORDERLY--NOTHING OUT OF PLACE

___B. AVERAGE NEATNESS AND ORDER

___C. THINGS IN DISARRAY

4. THE INTERVIEW SITUATION--RAPPORT WITH R:

___EXCELLENT THROUGHOUT ___AVERAGE ___POOR THROUGHOUT

___STARTED POOR, BECAME GOOD ___STARTED GOOD, BECAME POOR

5. OTHERS PRESENT DURING THE INTERVIEW:________________________________

6. LENGTH OF INTERVIEW: ___HOURS ___MINUTES

7. RESPONDENT'S SKIN COLOR:

___LIGHT ___MEDIUM ___DARK

8. (TO BE COPIED FROM COVER SHEET)

SEX OF RESPONDENT: M F

AGE OF RESPONDENT: ______________YEARS

NUMBER OF ADULTS IN HOUSEHOLD: ___________ADULTS

9. ADD ANY NOTES THAT WOULD AID IN THE INTERPRETATION OF THIS INTERVIEW:

APPENDIX C

Sense of Political Efficacy and Political Participation

By Billy L. Carter

Voting is an aspect of political behavior. Finding answers to such questions as how and why people vote as they do is a study of human behavior in political situations. Its purpose is to arrive at an understanding of how people act in political situations and to be able to predict how they will act in such situations in the future. After surveying a sample of the Montgomery Negro communities, I am now at the stage of analyzing the findings. An analysis of a survey like this depends heavily upon statistics. Only a minor use of statistics will be required in this paper. It would be relatively easy to obtain accurate figures as to, for instance, the number of votes actually cast in an election and the way in which these votes were cast. This is good, but I am interested in how different components in the electorate such as men or women, and rich or poor citizens react in political situations. In analyzing the Montgomery survey, I have attempted to do some of these things with respect to political participation and its relationship to political efficacy.

Although the degree of a citizen's interest and participation in any election may be the result of specific factors such as the importance of the campaign issues and the attractiveness of the candidates, a consideration of the political values and attitudes of citizens is much more important for an understanding of political behavior. A better understanding of individual differences in involvement in politics can be obtained if we relate the attitudes of these people to their political activity.

Political efficacy may be defined as the feeling that the individual act of voting will effect the outcome of an election. Using this definition, I have attempted to investigate a few political attitudes of the Montgomery Negro communities. In measuring this feeling of political efficacy, I have assumed that these feelings would be related to political participation.

In the pre-test, we analyzed the question on the questionnaire and for some reason or another many of the questions on political behavior were dropped from the questionnaire. As a result of this, I had to use alternate questions, not really germane to the subject of political efficacy, in attempting to analyze this section of the survey.

In attempting to measure political efficacy, these items were used:

1. Do you try to get other people to vote?
2. Do you think that the Voting Rights Bill of 1964 will have any effect on the Negro's progress? What effect do you think it will have?
3. Are you a registered voter?
4. Did you vote in the last Presidential election?
5. Do you watch programs dealing with politics?

Responses to the first items were coded as "Yes", "No", "Don't know", and "Not ascertained". The responses coded as "Yes" I have considered to be "efficacious". I believe that if a respondent feels that individual political action does affect the political process, then he will show this by encouraging others to vote. I used this group classified as "efficacious" throughout the entire analysis.

Out of the entire survey, 69.4% of the respondents may be classified as efficacious. (See Table I).

Table I

Percentage of Political Efficacy

	No. of Cases	Percentage
Yes	347	69.4
No	113	22.6
Not Ascertained	40	8

We can readily see that more than half of the respondents have efficacious feelings. After determining this, I took the Voting Rights Bill of 1964 to see how many of the efficacious respondents felt that some affect would occur. (See Table II)

Table II

Effect of Voting Rights Bill on Efficacious Respondents

	No. of Cases	Percentage
Yes	264	76
No	56	16.1
Not Sure	1	0.2
Don't Know	26	7.4
Not Ascertained	10	3

Seeing that a large percentage of the respondents believe that the Voting Rights Bill will have some effect, I will venture to say that these people also feel that many of their basic human needs may be satisfied. Robert Lane has categorized these needs to be as follows:

1. Man seeks to advance his economic or material well-being, his income, his property, his economic security through

political means.

2. Man seeks to satisfy his needs for friendship, affection, and easy social relation through political means.
3. Man seeks to understand the world, and the causes of the events which affect him, through observing and discussing politics.

These are only some of the needs listed by Lane but let us look at the effects the respondents figured would occur. (See Table III)

Table III

Effect of Voting Rights Bill

	No. of Cases	Percentage
More Rights	77	29.5
Equal Representation	47	17.8
More Offices	46	17.4
Better Housing	4	1.5
More Votes	44	16.6
Don't Know	22	8.2

These results, I believe, bear out Lane's contention in that a larger percentage of the respondents, 29.5%, believe that more rights will result from the Voting Rights Bill. I believe that the extension of rights is synonymous with the basic human needs citizens attempt to achieve through politics.

Let us take the last Presidential election as an example of political participation. I still use the efficacious respondents for this analysis. First, we should consider that many Negroes were not registered at that time or were only recently registered. 52.7% of these respondents were not registered whereas 27% did vote in the election. About 10% did not vote. That 27% is very good considering the number of registered voters and those affected by the 1964 Bill.

The next table will present some of the demographic correlates of political efficacy. The same efficacious respondents were used. (See Table IV)

Table IV

Some Demographic Correlates of Sense of Political Efficacy

Demographic Variables	No. of Cases	Percentage
Sex		
Male	112	32
Female	231	66
Age		
20-30 yrs.	59	17
30-40 yrs.	79	22.7
40-50 yrs.	74	21.3
50 and over	130	37.4
Education		
0-4 yrs.	30	8.6
5-8 yrs.	111	31
9-11 yrs.	93	26
12 yrs. and over	106	30
Income		
Under $2,000	93	26
$2,000-$2,999	46	13
$3,000-$3,999	42	12
$5,000 and over	56	16

18% were either Don't Know or Not Ascertained

As was expected, education is highly related to the degree of efficacy; 30% of the respondents finished high school or further work as compared to only 8.6% of the respondents who completed grade school. Two other socio-economic status variables, income and age, are also highly related to political efficacy. Also, as expected, more elderly respondents show a higher degree of efficacy than younger respondetns. In this survey, we see that more women are inclined than men to feel that individual citizens can influence governmental decisions. However, this was not expected because many other surveys have shown that the reverse is usually true. There were more women in this survey than men, and this accounts for this result.

The knowledge of politics also determines whether or not a citizen will vote. I analyzed the efficacious respondents who watch programs dealing with politics. Out of the 347 respondents, 79.2% do watch political programs, whereas only 12.6% do not; 8.1% were not ascertained.

In summary, it is reasonable to conclude that respondents who think individual political activity is worthwhile and capable of influencing public policy, and who attempt to get others to vote, are much more politically active than those who do not encourage others to vote. From this analysis, I conclude these results from the sample: That citizens will have a higher voting percentage if (1) their interests are strongly affected by governmental policies; (2) they have access to information about the importance of political situations; (3) they are exposed to pressures (social) to vote.

"Citizens Views on Leadership"

By Mamie A. Shields

An examination of the nature of leadership in society reveals it to be a phenomenon with group identification and social roles as well as general aspects of intergroup and interpersonal association. Both practical and theoretical considerations must be taken into account in unfolding the basic function of leadership.

For the past ten years, one can observe an emerging and evolving Negro leadership which has contributed to the development of new forms of social interaction in the area of human relations. The prevailing pattern of Negro leadership is defined by social scientists as "protesting" rather than "accommodating." The new leadership has become more militant and aggressive in the struggle to upgrade the status of the Negro in the South and throughout the nation.

The primary purpose of this paper is to describe or define the interrelationship between the socioeconomic status (SES) and the perception of leadership changes among citizens in Montgomery, Alabama. This analysis attempts to consider some of the important factors which may furnish answers to the varying types of leadership responses prevailing in the Negro community. The primary objective is to define perception in terms of education, occupation, and income.

The data on which this analysis is based were derived from responses to interviews conducted in 480 households randomly selected from the Negro population of Montgomery, Alabama in January, 1966.

Method of Analysis

This analysis is limited to Negro male and female respondents aged 24 to 85. Approximately two-thirds of the sample are females.

Although the sample is heavily weighted with female respondents, this reflects the general sex ratio of the Negro population in Montgomery. This discussion is limited to groups with distinctly identifiable educational backgrounds and occupational experiences in relation to leadership perception.

An analysis of the perception or awareness of leadership brought to the surface a few interesting phenomena. First, based on the educational background, the respondents were asked the question, "Do you feel that there are leaders who are interested in your problems?" The possible answers were, "Yes," "No," or "Don't know." As a result of this question, more people on all educational levels felt that there were viable leaders in the Montgomery Negro community; 17-28 percent on all educational levels feel there are no Negro leaders; however, the percentages decreased by educational level with respect to the number of respondents who did not know of the existence of leaders in Montgomery.

Table I

Existence of Leaders Based on the Education Background of Respondents*

Existence of Leaders	Educational Level Achieved				
	Elem.	Jr. High Sc.	High Sc.	College	Degree
Yes	45%	50%	61%	56%	62%
No	17%	27%	16%	26%	28%
Don't know	21%	11%	7%	8%	5%
Not Ascertained	17%	12%	16%	10%	5%
No. of Cases	224	116	60	30	35

*N = 465

Identification of leaders is given in Table II. Here we were concerned with whether or not the Negro citizens in the sample who said that there were effective leaders could actually identify persons as leaders of their community, and if the persons named are also considered by the majority of the people. Table II indicates that on all educational levels there was a close correspondence between the perception of leadership and the ability of respondent to identify leaders by name.

Table II

Identification of Leaders Based on Educational Background of Respondents*

Identification of Leaders	Educational Level Achieved				
	Elementary	Jr. High	High Sc.	Some College	College
Named	41%	60%	56%	76%	62%
Didn't Name	31%	24%	28%	10%	0%
Don't Know	20%	11%	10%	10%	11%
Not Ascertained	8%	5%	6%	4%	37%
No. of Cases	224	116	60	30	35

*N = 465

Table III

Perception in Leadership Change Over Past Ten Years By Educational Achievement of Respondents*

Leadership Change	Educational Level Achieved				
	Elementary	Jr. High	High Sc.	Some College	College
Changed	79%	93%	94%	93%	82%
Changed Little	11%	2%	1%	0%	8%
Remain Same	8%	4%	0%	4%	5%
Don't Know	0%	1%	5%	3%	5%
No. of Cases	224	116	60	30	35

*N = 465

More people said that the leadership did change over a period of ten years and fewer said that it remained the same. It can be concluded that the majority of the Negro citizens were aware of the nature of leadership structure during the bus boycott and the swift change to the present aggressive and militant type of leadership among Negroes. Leaders prior to that time appeared to be powerless in the overall structure and, to a great degree, "fragmentary."

Table IV

Ways Leadership Changed Responses Based on Education of Respondents*

Ways Leadership Changed	Educational Level Achieved				
	Elementary	Jr. High	High Sc.	Some College	College
For Better	54%	61%	55%	43%	33%
New Leadership	11%	11%	11%	20%	28%
Other	6%	12%	21%	16%	17%
Don't Know	8%	7%	5%	3%	2%
Not Ascertained	21%	8%	8%	13%	20%
No. of Cases	224	116	60	30	35

*N = 465

Knowing that the leadership structure in Montgomery unquestionably was altered, the data in Table V points out that the respondents, in most cases, were reasonably well satisfied with the present leadership structure. In the aggregate, a majority of the respondents felt that the changes in the character of Negro leadership in Montgomery was for the better. It should be noted, however, that those possessing higher educational status were less satisfied. Only 33% of the college educated respondents indicated satisfaction with the existing leaders.

Some felt that more aggressive Negro leadership had brought positive benefits to Negroes. One respondent remarked: "Negroes are getting more pay, better facilities, and more liberty." Still others feel that more Negroes are getting into the government, that is the local political structure, and that they are "No longer afraid of speaking out" for what they believe and the accomplishments they wish to achieve.

All respondents who felt that the style of leadership had remained the same over the past ten years were asked if the leadership should improve or if it was satisfactory the way it was. The result of this is shown in Table V. More people feel the leadership over the past ten years is acceptable as presently structured.

Table V

Opinion of Past and Present Leadership Based on Educational Achievement of Respondent*

Should Leadership Improve	Education				
	Elementary	Jr. High	High Sc.	Some College	College
Improve	21%	24%	33%	0%	50%
Satisfactory	68%	55%	67%	67%	50%
Don't Know	11%	21%	0%	33%	0%

*N = 465

In the following ten tables, further analysis of the perception of Negro leadership in Montgomery is shown based on two indices: Occupation, and income. Since education is the primary or determining index of the three ISC, the remaining tables are given to enable the reader to look briefly at the results of the amassed data of leadership perception based on the occupation and income of the respondents.

Table VI

Perception of Leaders by Occupation of Respondents*

Perception of Leaders	Occupation									
	Prof.	Man.	Cler.	Sal.	Craft.	Oper.	Pri'H.	Farm.	Unsk.	Reti.
Yes	60%	73%	72%	62%	50%	43%	51%	25%	45%	40%
No	17%	6%	18%	25%	24%	37%	14%	0%	18%	23%
Very Few	1%	0	0	0	0	0	0	0	0	0
N. A.	9%	20%	1%	12%	10%	10%	22%	25%	14%	14%
D. K.	11%	0	9%	0	13%	10%	11%	50%	23%	23%
No. of Cases	76	15	11	8	73	94	88	4	85	21

*N = 465

Table VI indicates that the higher the occupational level the higher the perception of leadership. In this case the clerical workers, managers and salesmen have a higher perception of leadership than the private household head, farmers, unskilled workers and retired workers. It can be assumed that these varying degrees of perception are due to the educational background of the citizens. The higher the education, the better the occupation thus allowing for a better understanding of the leadership structure within the community.

Table VIII

Identification of Leaders Based on the Occupation of Respondents*

Identification of Leaders	Occupation									
	Prof.	Man.	Cler.	Sal.	Craft.	Oper.	Pri'H.	Farm.	Unsk.	Reti.
Names	59%	41%	51%	37%	58%	55%	35%	50%	46%	40%
Didn't Name	41%	33%	9%	25%	0	17%	39%	25%	30%	47%
Don't Know	0	26%	0	12%	42%	25%	21%	25%	23%	23%
N. A.	0	0	40%	0	0	3%	5%	0	1%	4%
No. of Cases	76	15	11	8	73	94	88	4	75	21

*N = 465

It can be seen in the above table that more people in the professional, crafts, operative, and clerical occupations named more leaders than persons employed in managerial positions, salesmen, unskilled, and retired workers. Thus one can verify the statement that the higher the occupational level, the higher the preception of leadership among the citizens in Montgomery.

Table VIII

Opinion of Leadership Change Based on Occupation of Respondents*

	Occupation									
	Prof.	Man.	Cler.	Sal.	Craft.	Oper.	Pri'H.	Farm.	Unsk.	Reti.
Changed	76%	93%	90%	100%	90%	86%	92%	100%	80%	71%
Changed Little	2%	0	0	0	0	0	0	0	0	4%
Remain Same	11%	0	9%	0	4%	3%	4%	0	4%	0
Don't Know	6%	0	0	0	4%	11%	2%	0	12%	4%
N. A.	2%	7%	0	0	2%	0	1%	0	4%	21%
No. of Cases	76	15	11	8	73	94	88	4	75	21

*N = 465

Table IX

Ways Leadership Changed Based on Occupation of Respondents

	Occupation									
	Prof.	Man.	Cler.	Sal.	Craft.	Oper.	Pri'H.	Farm.	Unsk.	Reti.
For Better	39%	53%	45%	50%	47%	56%	68%	50%	60%	33%
New Leadership	17%	20%	18%	37%	26%	16%	6%	0	0	11%
Don't Know	18%	20%	0	13%	12%	13%	5%	10%	0	9%
N. A.	5%	0	0	0	5%	6%	6%	12%	0	4%
Others	9%	17%	36%	0	10%	12%	12%	18%	50%	28%
No. of Cases	76	15	11	8	73	94	88	75	4	21

*N = 465

Table X

Perception on Improvement in Leadership Based on Occupation of Respondents*

	Occupation									
	Prof.	Man.	Cler.	Sal.	Craft.	Oper.	Pri'H.	Farm.	Unsk.	Reti.
Improve	9%	1%	0	37%	4%	5%	6%	0	4%	0
All Right	14%	26%	0	12%	26%	18%	17%	0	14%	9%
Don't Know	4%	0	0	1%	0	3%	0	0	5%	0%
Inap.	73%	73%	100%	50%	70%	74%	71%	100%	70%	91%
No. of Cases	76	15	11	8	73	94	88	4	75	21

*N = 465

Because the index status of occupation determines the income of an individual, tables representing the perception of leadership based on income are not included in this analysis. However, the results of the responses were analogous to the findings in tables VI through X.

It can be concluded that the Negro citizens of Montgomery do desire a strong leadership structure, but a lasting one; not one that would shift them back two decades behind but two or four decades ahead.

APPENDIX D. PROBLEMS, PERSONS, AND ORGANIZATIONS AS INDICES OF COMMUNITY LIFE

Wilmoth Carter

When the present study of the Montgomery community was first envisioned, it was thought that a general survey might reveal much about the nature of this community which, in recent years, has become one of the vital areas for observing social change in the South. Several areas of concern to the research associates were dovetailed with the interests of students in training for the research project dealing with family and community life. One of these revolved around leadership and group participation. Analysis of the data collected in this area has suggested to the writer that the nature and extent of participation of Negroes in the on-going activities of their community, aside from the daily involvement with personal living, are contingent upon their views of the community itself. We have, therefore, taken general trends evidenced in organizational participation, knowledge of key persons and their roles, and problems facing the community as indices of the life of the community. Moreover, we have attempted partial assessment of the inferential significance of these factors as discerned through variations in views and involvement of specifically categorized groupings.

Needs and Problems

Theoretically there is little difference between the things the majority of respondents consider as important needs of the community and those they take to be problems confronting the community. There is an apparent difference, however, in the importance attached to them as community needs as over against community problems. While 80.0 per cent of the 476 respondents designated the "need items" in the chart which follows, only 60.5 per cent designated "problem items". And while only 13.9 per cent of the respondents seemed unaware of any important needs of the community, their answers indicated by "don't know", 30.0 per cent were not cognizant of any problems facing the community.

Although a larger proportion of persons sees recreational centers as most needed (34.2), there is perhaps more consensus regarding housing as a need (12.8) and as a problem (11.3), the latter resulting from destruction of homes through urban renewal. Despite the many recently televised programs which emphasized the extensiveness of slums in the community, the prevalence of outhouses and unpaved streets, such things as sewage, plumbing, and paved streets are apparently not uppermost in the awareness of those most affected by them. Not only do such items rank low as needs, but only 12.0 per cent of the populace ranked them first as problems. Aside from personal observation, the socio-economic characteristics of large numbers of the respondents would tend to indicate their living in the midst of poverty-stricken areas replete with sanitation needs and problems of unpaved streets.

It must be admitted, however, that this is a working population, not a public-welfare one. The percentage of employment among them is high, being 71.4; and 77.1 per cent of them report receiving no public assistance. Nonetheless, it is a low-income populace, 44.5 per cent of the respondents reporting less than $3,000 total family income for the year. It is one of renters, rather than home-owners, 58.5 per cent being renters; one of menial job holders; and one of meager education, only 12.6 being high school graduates, and only 7.4 college graduates. Whether such a population becomes so much a part of its surroundings that it fails to observe them, or simply defines its values in terms of more remote factors is, of course, a moot question. Yet, the fact remains that the group's views of community needs and problems are not necessarily congruent. Neither are they necessarily in accord with what others in different circumstances may view as community needs and/or problems.

Needs and Problems of the Community By Rank Order of Designations

Most Needed		Community Problems
Recreational Centers	(1)	Sewage, Plumbing
Housing	(2)	Urban Renewal
Desegregation	(3)	Race problems; civil rights
Better public officials	(4)	Beautification of community
Schools, libraries, and school buses	(5)	Recreational services
Streets (paved) Sewage, plumbing	(6)	Lack of Community Organization
Nothing	(7)	No truant officer; children not in school
Hospitals	(8)	Disturbance of the peace

Of special relevance here is the fact that racial factors are not immediately dominant in the "thought-ways" of many leadership factors from the needs and problems lists, coupled with the lack of knowledge about key local and national personalities, raises questions about the dubbing of numerous persons as "Negro leaders". Despite the many experiences of the Montgomery Negro with the bus boycott of 1955-56, the Selma-Montgomery March of 1965, and many interim racial events, it is significant to note that neither desegregation nor civil rights takes precedence over other items as declared needs or problems. In fact, race tends to be more minimized than one might expect under the sets of circumstances that have, in the past few years, made Montgomery one of the racial observation points of the nation. However, 23.7 per cent of the respondents do see civil rights as one of the main political issues of the state.

Important Persons

In naming most important people of the community, the names of both Negroes and whites appear, the former with a little less frequency than the latter, but of apparent equal importance when specifically-named persons are compared. For example, Douglas, president of MIA (Montgomery Improvement Association), was named by 1.9 per cent of the population just as was Flowers, Attorney-General for the state. Even though the same 1.9 per cent may not have named both, one is perceivably as important as the other to an equivalent proportion of persons. Likewise, Gray (Negro Attorney) gets named important 3.4 per cent, while James (Mayor) is designated by 3.2, and Lewis (Negro mortician) takes precedence over both, being indicated as important person by 4.4 per cent. The picture varies when distinctions are made between important local whites versus important local Negroes, one of the most noticeable differences being in the large number of individualized designations of important Negroes. An obvious lack of consensus, or of widespread recognition, of any one person as being important is evidenced in both the numerous individualized designations and the small proportions of persons making any designations whatever.

First Choice Selections of Important Persons

By Per Cent Making Choice

PERSONS	Most Important Persons Per Cent	Most Important Local Whites Per Cent	Most Important Local Negroes Per Cent
Wallace	9.7	13.9	
Flowers	1.9	5.9	
James	3.2	4.0	
Lewis	4.4		8.0
Gray	3.4		9.0
Douglas	1.9		2.5
Others	26.0	18.0	31.9
Don't Know	18.0	18.3	15.8
No Choice Given	31.5	39.9	32.8

The Montgomery Negro tends to attach significance to positions rather than personalities. Although there is no unanimity of opinion as to who the most important people are, those who did make choices tended to give the position held by the person as first reason for selecting him. Stress on position is further emphasized through the majority's indication of having had little or no contact with the persons chosen as generally important, as well as through distinctions between important local whites and important local Negroes, hence ruling out the possibility of choice based on personal factors.

The large number of persons having no idea who the important persons of the community are may not only be indicative of being alienated from the community, but may also indicate apathy, or just being uninformed through failure to read or to participate in community activities. Failure to designate specific persons as important, but to name an office instead, further attests to the significance attached to positions. Many replies, for example, merely said, the judge, city commissioner, city attorney, chief of police, sheriff, and the like. It thus appears that the role of the person in the community structure is for many the key to his importance. Equally as significant is the fact that professional persons are the most often selected as both first and second choices of important persons.

Even though there is wide variation in the individualized names of local Negroes considered important, no such variation exists in naming the most important Negro leader for the United States as a whole. Martin Luther King, Jr. was given this leadership position by 83.0 per cent of the respondents. The principal reasons for choosing King revolve around what he has done for the Negro, only a small percentage (14.3) specifying that he is a good leader, or mentioning his personal qualities as did 10.9 per cent.

Such general agreement is non-existent with regard to King's ideas and actions, for just a little over one-third of the respondents acknowledged agreeing with all that he says or does. Even when differences are noted with respect to age groups, education and sex, it is a fairly consistent one-third or more that is in total agreement, the 70-and-over age group showing the greatest excess of this ratio of agreement. Males are in more agreement with the idea of non-violence than are females, and females in more agreement with ideas of desegregation than are males. When educational status is viewed, those who have had some college training, or are college graduates, are in more agreement with the ideas of non-violence and voting than are others, but even here there are no overwhelming ratios evidenced. The table which follows shows the percentage distribution of these agreements. A most significant observation, perhaps, is the fact that an almost equivalent percentage, though small specifically agrees (3.6) and disagrees (3.4) with the idea of demonstrations. Similar relative positions obtain for both sex and education categories. For the group as a whole, the largest proportion of disagreement with any idea is that of supporting Julian Bond (5.7).

Only 1.9 per cent of the respondents mention Roy Wilkins as an important Negro leader of the United States, yet 40.1 per cent say that the NAACP has helped the Montgomery Negro community most. Apparently little connection is seen between an organization and its national officers, which may attest to the fact that organizational headship and leadership are not necessarily related, the one being a positional factor and the other an interactional one.

Agreement With King's Ideas By Sex Education, and Age Group of Respondents

IDEAS	SEX		EDUCATION			AGE GROUP					
	M	F	0 - 8	9 - 12	13 - 16*	20-29	30-39	40-49	50-59	60-69	70+
Voting Rights	5.4	9.3	6.6	6.3	17.2	8.2	10.2	8.3	7.6	7.3	2.9
Better Jobs	3.4	1.2	2.2	2.3	0.0	0.0	2.8	2.1	1.3	2.9	0.0
Bus Seating	2.0	4.3	5.8	2.3	0.0	3.5	1.9	5.2	7.6	1.5	0.0
Non-Violence	17.7	11.8	10.6	14.3	23.4	22.4	11.1	17.7	11.4	7.3	5.7
Desegregation	10.9	16.7	13.7	17.1	14.1	24.7	13.0	14.6	11.4	11.8	22.9
Demonstrations	3.4	3.7	3.1	3.4	4.7	3.5	4.6	2.1	7.6	1.5	0.0
Boycotts	0.7	0.3	0.9	0.0	0.0	0.0	0.0	0.0	1.3	1.5	0.0
Everything	36.1	33.4	34.5	36.6	23.4	27.1	37.0	33.3	27.8	39.7	42.8
Don't Know	4.8	6.5	9.3	4.0	1.6	4.7	4.6	4.1	6.3	13.2	5.7
Inapprorpiate	3.4	3.4	3.1	2.3	7.8	0.0	3.7	2.1	5.1	5.9	5.7
Not Ascertained	12.2	9.3	10.2	11.4	7.8	5.9	11.1	10.4	12.6	7.4	14.3

*13 - 16 = some college and college graduates

It is highly possible that the unanimity of opinion regarding Martin Luther King as national Negro leader may be greater in Montgomery than elsewhere, for on the whole the population is not unduly leader conscious. When asked to name the Negro leaders, 50.8 per cent of the 476 respondents named none, stating at the same time that they did not deal with leaders or could not think of any. An additional 22.9 per cent said they did not know. The most obvious patterns in choice of leaders are to specify none, or to give recognition to some particular person not mentioned by others. While significant community leadership must necessarily be a group factor in the Montgomery community, it almost appears that leaders are most operative for small groups of three or four persons. Such a factor as this must surely produce an impact on the degree of unity and consensus that the community can develop.

Most frequently mentioned as leaders by the 12.6 per cent naming such were professional persons, among whom ministers take the lead. In the past, Negroes have most often looked to their ministers for leadership and, if the Montgomery designations are suggestive of current trends, they still do. Could this account for their concern with ethical traits of the leader? Honesty, truthfulness, and doing what is right are the qualities sought in a leader irrespective of sex, age, or education. In fact, the largest proportions of persons designating these leadership qualities were the college trained and the 30-39 age group. Being educated and informed was not as frequently mentioned even by those with college training. A rather consistent 20-30 per cent of the varied group categories looks for honesty and truthfulness first.

Choice of Important Persons By Occupational Type of Persons Chosen

OCCUPATIONAL TYPE	FIRST CHOICE		SECOND CHOICE	
	Number	Per Cent	Number	Per Cent
Professional	260	54.6	243	51.1
Managerial	30	6.3	18	3.8
Clerical	2	0.4	5	1.1
Crafts Men	5	1.1	3	0.6
Operatives	5	1.1	3	0.6
Private workers	3	0.6	6	1.3
Nonfarm	10	2.1	11	2.3
Not given	159	33.5	187	39.2

Qualities Sought in Leader, By Education And Age Group of Respondents

QUALITIES	EDUCATION			AGE GROUP					
	0-8	9-12	13-16	20-29	30-39	40-49	50-59	60-69	70 & over
Educated; informed	10.6	12.1	18.5	15.3	12.0	13.5	9.2	11.8	8.6
Honesty; truthfulness	21.7	27.6	30.8	23.5	31.5	25.0	21.1	23.5	22.9
Kindness, unselfishness	4.0	5.2	7.7	4.7	6.5	5.2	5.3	1.5	2.8
Dynamic character	3.5	2.3	4.6	4.7	3.7	5.2	2.6	1.5	2.8
Courage; determination	1.8	1.7	6.1	3.5	2.8	1.0	1.3	2.9	2.8
Qualified to serve all	6.6	12.1	18.5	9.4	13.0	11.5	9.2	10.3	2.8
Christian traits	10.6	12.1	1.5	4.7	6.5	9.4	18.4	11.8	11.4
Miscellaneous	5.3	5.2	3.1	7.0	2.8	7.3	5.3	4.4	5.7
Don't know	28.3	12.6	3.1	18.8	14.8	15.6	19.7	25.0	25.7
Not Ascertained	2.2	1.1	0.0	0.0	0.9	0.0	3.9	1.4	5.7
Inappropriate	5.3	8.0	6.1	8.2	5.5	6.3	3.9	5.9	8.6

Most Important Negro Leaders By Sex, Education, and Age Group of Respondent Designations

LEADERS	SEX		EDUCATION			AGE GRCUP					
	M	F	0 - 8	9 - 12	13 - 16	20-29	30-39	40-49	50-59	60-69	70+
Gray (Atty.)	6.1	4.6	1.6	7.2	5.1	7.4	3.7	4.5	6.6	3.9	2.5
Seay (Rev.)	0.7	1.1	0.6	1.5	1.0	1.6	1.6	0.7	0.0	1.0	1.0
Lewis (Rufus)	3.6	3.9	1.9	5.1	7.7	3.9	4.6	4.2	4.8	2.9	1.9
Jones (Dr.)	2.0	0.8	0.3	1.5	3.6	1.2	1.6	1.4	0.0	1.5	1.0
Ross	1.1	0.4	0.7	0.4	0.5	0.8	0.3	0.3	2.2	0.0	0.0
Douglass (Rev.)	1.0	1.9	0.6	2.3	3.1	1.6	1.9	2.1	0.4	2.0	1.0
Watkins (Levi)	1.1	1.2	4.8	5.9	4.1	0.4	2.2	1.0	1.3	1.5	1.0
Others	33.3	21.9	22.3	23.1	32.8	20.0	23.0	25.4	28.5	31.9	32.7
Don't know	15.0	14.0	17.9	8.9	7.2	11.8	16.4	16.3	12.7	8.3	17.3
None	31.1	42.4	41.8	37.5	30.3	43.5	39.4	38.2	31.6	39.2	39.4
Not Ascertained	2.7	4.4	3.9	4.3	2.6	5.1	2.5	2.1	7.9	4.9	1.0
Inappropriate	2.3	3.2	3.6	2.3	2.0	2.7	2.8	3.8	3.9	2.9	1.0

One of the most striking features of the Negro community is its general tendency toward being uninformed about many persons who may be constantly in the news, or those considered locally significant. Rather large proportions of the respondents are unfamiliar with the names of their state and local government officials, as is shown in the table given below. Some do not know the president of the state college for Negroes which is located within the confines of the city. More than a third of the respondents do not know E. D. Nixon, who is not only a key local NAACP person, but was one of the chief figures in the development of MIA and its catapulting of Martin Luther King into national prominence. It is no wonder then that some 70.5 per cent of them do not know Gomillion who, only forty miles away, figured so prominently in the Tuskegee gerrymandering case of the late 1950's and still functions as leader in some areas of the Tuskegee community. Ironically or not, many of the nationally-known personages are more readily identified than are the more locally-active ones.

It is difficult to assess the reasons for such general lack of information. Is it indicative of the literacy of the community? Does it reflect the fact that the majority of the respondents confine their reading to the local newspaper; that 21.6 per cent read no newspaper, and 37.2 per cent no magazine? Could it be attributable to the failure of the community to read any race-oriented paper, such as the Southern Courier, Chicago Defender, or Afro-American? Does it show that the local communications media have failed to meet the needs of their constituent consumers? Or, is it merely an indication of the growing ills of a mass society in which alienation and apathy tend to isolate a subculture from the main stream of the society? It may be that answers are contingent upon all of these factors. Subsequent observation may provide the clues to the situation.

Persons Known, By Per Cent of Respondents' Designations*

Persons	Don't Know	Know, sometimes agree	Know, should not listen	Other Designation	Not Ascertained
Julian Bond[1]	58.2	13.4	1.3	19.4	7.7
"Bull Connor"	31.6	4.0	35.4	25.4	3.6
Richmond Flowers	20.5	46.2	4.2	26.8	2.3
James Forman[2]	57.7	20.3	1.5	14.2	6.3
C. G. Gomillion	70.5	10.9	0.6	11.1	6.9
Earl James[3]	27.4	32.0	11.5	26.2	2.9
Ralph McGill[4]	72.4	6.9	1.0	11.5	8.2
E. D. Nixon	38.7	26.2	2.5	28.0	4.6
George Wallace	5.2	13.8	38.7	41.3	1.0
Levi Watkins[5]	47.5	17.8	3.3	24.2	7.2

*Based on 478 respondents

[1] Denied seat in Ga. House of Representatives

[2] Former chairman of SNCC

[3] City Mayor

[4] Publisher of Atlanta Constitution

[5] College President

Organizational Participation

The extent of participation or involvement in formal groups or organizations probably has some bearing on the Montgomery Negro's being uninformed, as well as on his outlook. Unlike the Negro portrayed by writers two-three decades ago, he tends not to be an excessive joiner. Of the 476 persons giving information on organizational affiliation, those belonging comprise 48.1 per cent, and the non-belongers 44.1. If they do belong, they are likely to belong to only one or two organizations, 25.2 per cent belonging to one, 14.1 per cent to two, and 8.8 per cent to three or more.

Moreover, the belongers are more likely to be affiliated with a charitable, welfare or religious group first, a social club second, a work-related group third, and a political or social action group fourth. They tend to hold no significant office, only 18.8 per cent of the one-group belongers having held any office at all. The pattern of non-office-holding is fairly consistent, regardless of the organizations to which they belong. For the population as a whole, non-office-holding even tends to increase slightly as the number of groups belonged to decreases, the non-office-holding standing at 67.2 per cent for the first group mentioned by all respondents, 67.9 for the second mentioned, 69.5 for the third, and 71.4 for the fourth.

Those who belong to one or two groups are likely to attend all the meetings of the groups. Some 25.6 per cent of the respondents report attending all meetings of the first group they mentioned belonging to, and 14.1 per cent report attendance at all meetings of the second group mentioned. Thus, meeting-attendance of the one-and two-group belongers tends to be equivalent to the proportion belonging. While these are not astounding proportions, the percentage attending all meetings of a third or fourth group is even smaller.

A significantly related factor could be, although not proven so statistically, that for the majority of respondents the benefits received from organizations to which they belong are negligible. Of the 476 respondents, 55.3 report no benefits from the first organization mentioned as belonging to; 66.0 none from the second; 69.3 none from the third; and 72.1 none from the fourth. Among those that do receive benefits, the distinctions between types of benefits received are not sufficiently outstanding to be comparatively meaningful. Only one fourth of the one-organization belongers even indicate receiving benefits of any type.

Many locally-established and nationally-affiliated organizations have been directly involved in initiating change in the Southern community. Included among these are the National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), and the Student Non-Violent Coordinating Committee (SNCC). In the community under study, the local group assumed to be most active among Negroes has been the Montgomery Improvement Association (MIA), which coordinated activities during the situational crisis of 1955-56. The Montgomery Voters League (MVL) has also been instrumental in effecting change in activities, as well as behavior patterns.

The work of these organizations in the community has been complementary and, at times perhaps, replicated. But the views of residents relative to their assistance to the community hardly portray corresponding complementarity. One factor shown rather clearly in the table which follows is that the majority of persons place the NAACP above all other groups that have helped the Negro. Education-wise, a large percentage of those with only 9 - 12 years of schooling than of others tends to place the NAACP first. Although the college-trained persons agree that the NAACP has been the most helpful organization to Negroes, the percentage of those so-agreeing is much smaller than with those of less training. While this does not negate the declarations of recent writers regarding the middle-class membership of NAACP, it does raise questions as to whether or not attitudes of lower socio-economic groups toward the NAACP are changing; whether their exclusion from NAACP membership is voluntary and personal rather than the result of an avoived organizational indifference; and whether or not the allegations of many writers are in fact based on scientific observation or mere opinion.

On the other hand, the differential is much smaller between college trained persons ranking NAACP as most helpful and MIA as second most helpful than it is between groups with less training but making the same first and second ranking. Among all persons - sex-wise, education-wise and age-wise - SNCC is considered the least helpful to the Negro. The largest percentage of persons to note the helpfulness of SCLC is among the age group 60 - 69, and even the proportion is less than one-fifth of those in that category.

Organizations Helping the Negro Most, By Education and Age-Group of Respondents

ORGANIZATION	EDUCATION			AGE GROUP					
	0-8	9-12	13-16	20-29	30-39	40-49	50-59	60-69	70 & Over
NAACP	40.4	43.4	33.9	44.7	43.5	37.5	39.5	39.7	29.4
MIA	16.4	16.0	29.2	15.3	15.7	27.1	18.4	13.2	20.6
SCLC	14.2	11.4	9.2	16.5	9.3	11.5	9.2	17.6	11.8
MVL	4.0	16.0	15.4	10.6	11.1	7.3	13.2	10.3	2.9
SNCC	2.2	2.9	4.6	2.3	3.7	3.1	2.6	1.5	2.9
Others	0.4	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0
Don't know	17.3	6.9	4.6	7.1	13.9	9.4	14.5	11.8	20.6
Not Ascertained	4.0	2.8	1.5	2.3	1.9	3.1	2.6	4.4	11.8
Inappropriate	0.9	0.6	1.5	1.2	0.9	0.0	0.0	1.5	0.0

Being positively oriented toward these organizations with regard to their helpfulness is apparently no indication of ones participation in them, for the majority of persons in the respondent population have never attended a meeting of any of them. While non-attendance tends to decrease with education, there seems to be a tendency for it to fluctuate with age groups rather than steadily increase. Among the age-groups listed, the smallest percentage of persons having never attended a meeting of any of the organizations designated is the 70 and over group (35.3), and the largest the 30 - 39 (50.0) and 50 - 59 (50.0) age groups. Moreover, non-attendance is higher among the females than males. The largest proportion of non-attenders is found among those with 0 - 8 years of schooling.

When specific organizations are taken into account, more males than females have been in attendance at MIA meetings, and more females than males at NAACP. Those with some college training comprise the largest proportion having attended MIA meetings (7.7), but the smallest of any group at SCLC meeting (7.7). And again SNCC has ranked last in terms of proportional attendance at meetings for all age, sex, and education categories. Even among the 20 - 29 age group, which has been most in attendance at SNCC meetings, the percentage attending is only 3.5.

The socio-economic characteristics of the respondent population may help explain non-attendance at most of these organizations. Alabama's stand against the NAACP, making it inoperative for a time, may have had some impact on attendance at NAACP meetings in recent years. The exception not so readily explained is the small participation in MIA which not only organized and engineered the bus boycott, but also produced the situation through which Martin Luther King began to function as the national leader so many designated him to be.

Organization Meetings Ever Attended By Sex, Education and Age Group of Respondents

ORGANIZATION	SEX		EDUCATION			AGE GROUP					
	M	F	0-8	9-12	13-16	20-29	30-39	40-49	50-59	60-69	70+
NAACP	12.3	18.3	12.9	18.2	23.1	20.0	11.1	14.6	14.5	22.0	17.6
MIA	20.5	12.1	10.7	15.4	26.2	16.5	11.1	15.6	17.1	13.2	17.6
SNCC	1.4	1.2	0.9	1.1	3.1	3.5	0.9	2.1	0.0	0.0	0.0
MVL	3.4	2.8	1.8	3.4	7.7	2.3	7.4	4.2	0.0	1.5	0.0
SCLC	8.9	9.9	9.8	10.2	7.7	11.8	8.3	8.3	10.5	10.3	8.8
Others	1.4	0.6	1.3	0.0	1.5	1.2	0.0	2.1	0.0	0.0	2.9
Don't Know	3.4	2.5	4.4	1.7	0.0	2.4	3.7	0.0	1.3	7.4	2.9
Never attended	39.0	47.7	50.7	44.4	29.2	38.8	50.0	47.9	50.0	41.2	35.3
Not Ascertained	9.6	4.6	7.5	5.7	1.5	3.5	7.4	5.2	6.6	4.4	14.7
	99.9	99.7	100.0	100.1	100.0	100.0	99.9	100.0	100.0	100.0	99.8

One of the areas of social action on which national attention was focussed was the Selma-Montgomery March of 1965. Even though The March was a continuous one, there were many who joined it at varying points in route to the state capital, but the "Capital Negroes" themselves - those residing in Montgomery - were no more involved in this than in many social actions already mentioned. Distinctions between those who participated in The March and those who watched, whether from television or the sidelines, indicate that the proportion of non-participants slightly exceeded the participants.

While male participants (45.2) were only slightly in excess of female (44.6), female watchers (59.7) exceeded male (53.4) to a greater extent. Comparisons between educational categories indicate that the greater the amount of schooling the greater the likelihood of one's joining in The March. However, comparisons between participants and watchers at the same educational level show that those with 0 - 8 years of schooling were the most consistent in neither participating nor watching, for while the non-participants comprised 50.2 per cent the non-watchers comprised 48.4 per cent. The greatest discrepancy is noted among those with 9 - 12 years of schooling where the non-participants (46.9) exceed the non-watchers (25.7) somewhat more excessively. In the majority of cases only one member of a family tended to join The March, whether the respondent or another. Only 3.4 per cent of both males and females respectively reported their entire families as joining.

Age-wise the picture varies. Non-participation in The March seemed to increase with age, ranging from 42.4 per cent for those 20 - 29 years of age to 61.8 for those 70 and over. A similar trend is evidenced for non-watching, the range being from 28.2 per cent for those 20 - 29 years of age to 54.4 per cent for those 70 and over. The largest percentage of respondent - participants (20.0) was in the 20 - 29 age bracket while that for respondent watchers (17.6) was in the 70 and over group. Among other members of the family, both participants and watchers, the age group most frequently represented were 30 - 39 for watchers (33.3), and 40 - 49 for participants (37.5).

Despite the low level of respondent participation in The March, some 70.7 per cent of them seemed to feel that Negroes appreciated others coming in and "demonstrating for them." An even greater percentage (75.8) feels that The March actually accomplished much for the Negro. Whether viewed along sex, education, or age lines, agreements regarding accomplishments of The March tend to center around the opening up of opportunities for Negroes, evidencing unity among Negroes, and making whites aware of Negro dissatisfactions.

Selma-Montgomery March By Sex and Education of Participants and Watchers

PERSONS	PARTICIPANTS					WATCHERS				
	SEX		EDUCATION			SEX		EDUCATION		
	M	F	0-8	9-12	13-16	M	F	0-8	9-12	13-16
Respondent only	8.9	7.1	9.8	8.0	10.8	13.0	16.7	12.0	21.1	13.9
Resp. & others	4.1	6.2	6.1	8.0	6.1	8.2	9.6	6.7	12.6	7.7
Others, not R	28.8	27.9	22.7	28.0	27.7	24.0	25.4	21.3	29.1	27.7
Whole family	3.4	3.4	5.8	2.9	10.8	8.2	8.0	6.2	8.0	15.4
No one	47.3	49.8	50.2	46.9	40.0	41.8	36.2	48.4	25.7	33.8
Don't know	2.7	1.6	2.7	0.0	0.0	1.4	1.2	2.7	0.0	0.0
Not Asc.	4.8	4.0	2.7	6.3	4.6	3.4	2.8	2.7	3.4	1.5

Selma-Montgomery March By Age Group of Participants and Watchers

	20 - 29		30 - 39		40 - 49		50 - 59		60 - 69		70 & Over	
	P*	W	P	W	P	W	P	W	P	W	P	W
Respondent only	12.9	20.0	5.5	13.9	4.2	14.6	11.6	17.1	5.9	11.8	5.9	17.6
R and others	11.8	12.9	2.8	8.3	7.3	9.4	3.9	7.9	2.9	7.4	--	5.9
Others, not R	25.9	27.1	35.2	33.3	37.5	25.0	21.1	22.4	17.6	13.2	23.5	23.5
Whole family	3.5	10.6	2.8	9.3	3.1	10.4	5.3	5.3	4.4	7.3	—	--
No one	42.4	28.2	47.2	30.6	43.7	36.4	52.6	43.4	57.4	54.4	61.8	44.1
Don't know	--	--	--	--	--	--	2.6	1.3	7.4	4.4	5.9	5.9
Not Asc.	3.5	1.2	6.5	4.6	4.2	4.2	2.6	2.6	4.4	1.5	2.9	2.9
	100.0	100.0	100.0	100.0	100.0	100.0	99.7	100.0	100.0	100.0	100.0	99.9

*P = Participants

W = Watchers

Opinions Regarding Accomplishments of The Selma-Montgomery March By Sex, Education and Age of Respondents

ACCOMPLISHMENTS	SEX		EDUCATION			AGE GROUP					
	M	F	0-8	9-12	13-16	20-29	30-39	40-49	50-59	60-69	70 & Over
Awareness of Negro Dissatisfaction	13.6	15.8	12.2	15.4	23.1	17.6	12.0	21.9	11.6	13.2	11.8
Unity among Negroes	15.0	10.2	9.5	10.9	21.5	10.6	12.0	11.5	18.4	8.8	5.9
Some Whites with the Negro	2.0	2.2	1.3	2.9	3.1	2.4	0.9	3.1	2.6	0.0	5.9
Opportunities for Negroes	18.4	17.9	23.0	15.4	13.8	18.8	20.4	16.7	21.1	13.2	20.6
Negroes not afraid	6.8	4.3	2.2	6.9	9.2	4.7	5.6	3.1	5.3	7.4	5.9
Importance of voting	7.5	5.6	4.1	8.0	9.2	5.9	6.5	7.3	2.6	7.4	8 8.8
Proof that Negro will act	4.7	2.5	2.1	5.7	0.0	4.7	4.6	1.0	4.0	2.9	0.0
Better racial understanding	1.4	1.9	1.8	2.3	0.0	2.3	0.9	2.1	2.6	1.5	0.0
Don't know	9.5	13.9	17.6	8.6	7.7	5.9	13.0	12.5	9.2	16.2	23.5
Inappropriate	11.6	17.3	16.7	14.8	9.2	11.8	14.8	15.6	19.7	14.7	14.7
Not Ascertained	9.5	8.4	9.5	9.1	3.1	15.3	9.2	5.2	2.6	14.7	2.9

It can thus be tentatively stated that the Negro community of Montgomery, though abounding in deficits likely to accrue from low income, minimal schooling and the like, does not embrace a populace highly preoccupied with racial phenomena that might alter these conditions, such as desegregation or civil rights generally. Little unanimity of opinion prevails in the community regarding local leaders or "important persons," but of the significance attached to positions or offices there can be no doubt. Organizational participation is only partially or loosely enmeshed in the functioning of the community. Hence, all implications seem to suggest that the Negro, though physically resident in the community, is not actively involved in the social action that is constantly changing the conditions under which he lives.

If community consensus is as difficult to secure as the data on needs, problems, and leadership tend to imply, then it is conceivable that concerted overt action might be equally unobtainable. If leadership is as profuse as the many individuated listings suggest, then unless leadership efforts are coordinated, divisiveness can be expected to deter the carrying out of any meaningful social action program. If social action participation of residents remains as minimal as currently portrayed, then discrepancy will persist between an apparent unawareness of what goes on in the community and communication to others of a covert dissatisfaction which The March on the capital was presumed to evidence.

Appendix E

Experiences In Montgomery

By Agatha White

Today, Thursday, January 27, I began my first interview at 11:20 A.M. on _________ Street. My first respondent was an elderly woman who lived with her "play daughter" who was about 21 years of age. The setting of the interview was a dingy, dim-lighted, cluttered, cold room with a "black-bellied" wooden stove coughing and smoking enthusiastically. The two things that struck me most in the room were a large, framed picture of the late President Kennedy, and two television sets situated in the corner of the room. In this very room modernity and antiquity were represented.

The respondent was extremely talkative. Her warmth seemed to light the dim room. However, I almost became impatient with her during our two hours and thirty minutes interview. During the interview, I discovered many things about this respondent. First, she was deeply religious. While asking her questions dealing with religion, she became very emotional and began to cry. She was very concerned about racial matters. When I asked her about the Selma-to-Montgomery march, she marvelled and said, "It was the grandest thing that I have ever witnessed." Finally, the respondent had a great respect for so-called "educated Negroes." She was especially elated over the idea that I was from Tuskegee Institute.

Sitting among the squalor and dirt in that small, cold room, I began to think about the respondent, her condition, and her attitudes. She was a widow. She had a son in the Veterans Hospital at Tuskegee whom she could barely discuss without tears. She was old and sickly;

yet, she had a zeal for life. She amazed me.

The second interview that I received today was across the street. Here, I questioned an eighty-two year old man and his seventy-seven year old wife who had a remarkable memory for dates and places. The actual respondent was her husband, but without her assistance my interview schedule would have been incomplete. I relied on her for facts; he supplied opinions. The striking thing about this interview was the perception of these elderly people.

Nothing extremely exciting happened today, but interviewing is always exciting if you let it be. I can see no better way to play a direct role in human drama which is smouldering with subtle surprises, hopes, and challenges.

Have you ever mistaken a Negro woman for a white woman? Take it from me, it's quite embarrassing. Unfortunately, I made this mistake and upset the woman, it seemed, quite a bit. However, this type blunder was not typical of my day Saturday. Down the street from this woman, I interviewed a very warm and informative respondent and her mother. The interview was excellent throughout.

I received quite a bit of pertinent information. We talked a great deal after the interview. First, the respondent assured me that I hadn't insulted her next door neighbor because she was proud of her color. This respondent cited to me instances in which this woman did not want her dark complexioned-daughter to play with her light-complexioned daughter. She explained to me that the lighter Negroes in Montgomery, at least some of them, didn't participate so much in Civil Rights activities. Then too, she told me that the lighter Negroes who worked for "White" men did not resist their advances. We talked, I guess, for about three and a half hours.

My final interview of the day was obtained from a retired school teacher on ______ Street. She was very interesting and well read. This respondent had great concern for her neighborhood. She informed me that once upon a time only people who were buying their homes lived on this particular street. Now, renters were moving in and lowering the value of their property in this neighborhood. The street were littered with paper and other debris and she expressed her concern about this.

Today, Saturday, it is raining. Everybody seems to be in a hurry. Cars are hustling, tooting, and stubbornly spurting along the streets. My first interview of the day was on _____ Street in a twelve room, brick house in which two adult, unrelated ladies resided. The respondent, a middle-age, divorced, secondary school teacher was in the process of studying from a chemistry book. Although she had a master's degree in science, she taught social studies in her high school. She said that this is common in Negro schools. This lady was not a native of Montgomery. In fact, she has only been in Montgomery for six years. She spent most of her life in Geneva County where she was born and raised. I admired her warmth, her vigor, and her perceptiveness.

My final interview of the day was with a lady on _____ Street. To be more specific, it was at the very light-complexioned woman's house whom I had mistaken as being white. I interviewed her daughter. Present during the interview were the respondent's daughter, her mother, and her aunt. We were interrupted by them several times with giggles, comments, and conversation. I almost became infuriated with their ridiculous attitudes, but the respondent tried to cover up for them.

Anyway, I finished the interview with a minimum of information. Whenever I asked the respondent questions about "Whites," Jews, or important Negroes, the respondent's mother would say, "____, say you don't know nothing." After today I was especially fatigued. I discovered that interviewing is quite a job.

There was nothing solemn or serene about this day, Sunday, because my first respondent was a fifty year old, intoxicated woman who used profanity profusely. But I found her to be a "nice" lady. At least she was cooperative as much as she could be under the circumstances. She seemed to have a low opinion of Negroes in general. She referred to them as "damn niggers." She had great respect for "her white folks," those that she worked for. I asked her did anyone in her family participate in the Selma-to-Montgomery march. She replied, "Honey, I had to take my ass to work cause you see a damn nigger don't give me nothing. When my husband died, my white folks brought me cakes, food, and cash. Ain't a damn nigger brought me nothing." I chuckled to myself and thought: it takes all kinds of people to make a world.

On Monday I received two refusals. On my last day in the field I received two interviews from male respondents. The first interview was with a thirty-five year old man on ______ Street. He and his family lived in an apartment. This particular respondent had been married twice, had three children, and was now living with his "common-law" wife. She informed me from the outset that they were not married but had been living together for the past four years. She was present throughout the interview, sort of leaning over my shoulder. When she told me that she couldn't read or write, I was almost gladdened because I was afraid she was reading the very frank, verbatim responses that I was writing.

The respondent gave me quite a bit of information about his employer, his job, and the working conditions at a building material company. I was somewhat astonished at how dissatisfied the respondent was in his work. He said that if he could find another job today, he would report to work tomorrow. This brings up an interesting question: are there many heads in Montgomery as dissatisfied with their work as this man? He said that the colored workers were not allowed to talk on the job. Then too, he told me that a Negro could be fired without reason. Furthermore, the employer at the company "black ball" the fired men or those who stop working and tell others not to hire them.

Throughout the interview I was a little embarrassed about asking questions dealing with the wife and "home life." Although he and his common-law wife were not legally married, the respondent gave me a date on which this marriage supposedly took place. I thought about this situation, now if the thinks he is married, he is married regardless of the legal procedures or formalities. The middle-class person tends to judge everyone by his middle-class values. Yet, I saw cooperation, respect and admiration between the respondent and his wife. I didn't pass judgment, but the questionnaire did by omitting common-law marriages.

"One more interview, and I will be on my way home," I mused to myself with a sigh. My final interview was with a thirty-three year old orderly who did not seem to want me to interview him at his home. Other people in the neighborhood had told me that his mother, who lives with him is "queer." I had observed a bit of strangeness in this woman myself. Several times I came to her home seeking her son and she would give me a blank stare, tell me briskly that he wasn't in, and watch me carefully until I left her premises. I could feel the coldness of her eyes on my back. Then I would glance back and see her closing the door.

Anyway, the interview was held at a neighbor's house. The young, male respondent was perceptive, frank, and concise in his responses. He works at a nursing home in Montgomery where he has been for the past month. He has had quite a few different jobs in the past five years. When I asked him about the three most important people in Montgomery, strangely enough, he gave me the names of three catholic nuns at St. Jude's Hospital. There was something antiseptic about this individual. He was single with an elderly, mentally disturbed mother and he was hardly ever at home. It seemed as if he wanted to "ritually cleanse" his life by helping older people in nursing homes because he couldn't help his mother.

Life is wonderful! There is always that element of surprise. Basically, human beings are the same. They all love, live, and laugh, but in different ways, in different degrees, and at different times. Maybe I am too inquisitive, but I enjoy discovering the way and how of a human being's life. The interview is a legitimate way of satisfying ones curiosity. The irony of it is that the interviewer has the respondent's permission.

Seriously though, this has been an experience for me that I shall never forget. Before I began concentrating my studies in Political Science, I wanted more than ever to be a psychologist. I geared my life toward this goal. I had hoped that I could incorporate my inner most yearnings with my major, Political Science. I have been afforded the chance to do so through the interviewing experience that I have acquired.

I saw tears; I saw anger; I saw grief; I saw mirth! Throughout this experience, I discovered all types of people - the satisfied and the dissatisfied, the happy and the sad, the complacent, and the weak, the elderly and the young. I saw life.

Experiences In Montgomery

By Ida Postell

On January twenty-seventh I arrived here in Montgomery. Immediately after, I began my adventure on the field. My first locations were on ________ Street. I was successful at first, that is I thought so. There were some people at home. The first house was a small like frame. The room I entered was apparently the living room. There was a lady about sixty sitting on the sofa. I explained to her who I was, what I was there to do and why. She immediately called someone else. She informed me that she was Mrs. _____. She was able to give me the names of the adults in the home. After I had obtained this information, I learned that I was to interview the third person in the dwelling. Unfortunately, the respondent could not answer the interview questions since she had recently suffered with a stroke. However, her sister agreed to be interviewed on Monday after six. She couldn't do it before this time because of death in the family. I thanked her for everything and assured her of my return on Monday evening.

I started next to look for ____ Street but was not successful in locating it. No one on the street seemed to know where it was located. My next task was to locate the next number. This I discovered to be next door to the first house. This was a small yellow frame house with green paint around the windows. When I knocked no one came to the door. I noticed the padlock on the door and assumed that no one was home.

I noticed that ____ Street was directly in from of the last house that I was supposed to have interviewed. The house was a very neat looking white framed house. I just knew someone would come to the door and give me an interview but to my dissappointment, no one came.

After this, with only my poor sense of direction, I began looking for ____, ____, and ___Streets. Somehow or another I found ____ Street which was paved in the section that I was to interview. The houses were of various types. There were some nice brick houses, very attractive wood houses, and unattractive and deteriorating wooden houses. I began to look first for number ____. Just as I was becoming very discouraged because I couldn't find it, I saw a lady coming toward me smoking a cigarette. I asked her if she could tell me anything about the address. She was very nice and quite friendly and said she was willing to help me if she could. Another man that she knew was down the street pushing a cart. We asked him about the address but he didn't know either. They both agreed that no such number existed on that street. I asked them about the houses in which I was to interview. They didn't know if the people were home because they usually work during the day. When we departed I decided to check on the houses anyway. However, I discovered no one was there.

My next goal was to find _____ Street. I discovered that it intersected with ____. All the houses on this street were neat with well kept yards. Most of them has some type of shrubbery, flowers, or grass.

My first stop on ____ Street number _____ was at a white house with a neat yard. The door was answered by a young man who informed me that he was home for lunch. I asked him about the adults who lived in the house. There were three including himself. On my selection table I saw that I was to interview his father. He told me that his mother would be back in a few minutes, so I waited.

The furniture was modern, even if it may have been a little inexpensive. Anyway, it was attractive and the room was neat. The mother came home in a little while. I explained to her who I was, where I was from, and what I was there for. She seemed quite interested in the survey. She stated that she wished she could help me and assured me that her husband would probably be willing to take the interview. She said I could come back about 5:30. When I went back at 5:30, sure enough, the husband was there and was quite willing to give the interview. He wanted to know exactly what the interviews would accomplish and just exactly what the study meant. I explained to him that this was the first time a study of this type had been done in the Montgomery Negro community. That all information received from the respondents would paint a realistic picture of Montgomery, and that after the analysis and all, one would take the book that we plan to publish, and say, here is Montgomery as it is and as the people see it. After this little briefing, the interview went along smoothly. He was a most outstanding respondent. This particular respondent was definitely not satisfied. He wants the best for his children. I could tell this by the way the children were dressed; they were quite neat and attractive. At the end of the interview "R" asked me if he could have one of the books after they are published. I assured him that he would receive one.

My second house on this street was very attractive and neat. The respondent was a retired man in his sixties, I believe. Anyway I could tell that the occupants were Catholic upon my entrance. There were pictures of the Madonna and child, statues, and a most antique picture of the late President Kennedy. The living room was very neat and attractive.

Throughout the interview the wife was present and added her comments. From the session I concluded that "R" and wife were wonderful grandparents and neighbors. "R's" wife had told me earlier about a granddaughter at Grady Nursing School and two granddaughters at Alabama State College. She also mentioned that all had gone to Catholic schools. "R" did not hesitate to show me his Union Card, Registration Papers, and even the family Bible, which he referred to for birthdays. They were interested and concerned about getting the information to me correctly. When I completed the interview I could say that I throughly enjoyed it and came to the conclusion that there are nice people in the world.

Upon leaving this particular stop, I proceeded to find my next house. This house was next door. A very neat house with a very attractive front lawn. No one answered the door, so I was off again.

It was getting close to rest time, so I started looking for a cafe. I discovered a wonderful place on _____ Street. After editing a bit and filling out the Thumbnail, I broke for lunch. After lunch three other persons in my area and myself went back to the motel to check in.

I went back to my room and talked over the day with my roommate and a fellow co-worker. We all concluded that we had learned a tremendous amount about people and that Montgomery was in a pretty bad shape.

About five o'clock it was time to bundle up again and hit the field. I was to begin the interview which I have previously mentioned. This was my last interview for the day. When my ride came, I was so hungry I thought maybe I was a bear. When I got something to eat my fellow co-workers and I were ready to call it a day. It seemed as though everyone was worried about where we had been. Since we were neophytes, we hadn't phoned in our position on the field.

As soon as I finished my late dinner, I began editing my interviews. I thought I would never finish. As a matter of fact, I didn't. I had to rise early the next morning and finish them.

On Friday, January 28, I started on a new street, _____. I was put off on _____ Street which was really _____ Alley. Believe me, it was an alley. People lived under the most deplorable conditions. There were children who should have been in school who were taking care of smaller children. They were all agaze when they saw me. I spoke to an older child and asked her if this was _____ Street. She said no, that this particular street was ____ Alley and that ____ Street was over. I began to walk out of the alley. I saw dogs with only patches of fur and cats playing on the roof tops. There were also outdoor privies in this area.

At last I found my way to a paved street. The name was not familiar so I started inquiring about my whereabouts and how I could get to ____ Street. A cab driver gave me directions. All along the way I became more disgusted and angered. I saw some of the worst places where people actually lived. They even had outdoor bathrooms. This burned me up for here I saw something was wrong with the city government. There were too many satisfied people or too many people who didn't care. At last I reached ____ Street. It was actually a muddy, red clay road. The first half of the street had the most miserable looking houses. The people were looking out of windows or peeping out of doors. The children were shabbily dressed. The first house I was to interview was attractive and appeared to be well kept. No one was home at this time. Another house I was to stop at was directly across the street. This house needed some paint and new steps. No one was home here. I was wondering if I was ever going to be successful. The house directly next door to the second house was my third stop. There I found the wife home. She gave me the number of adults in the home. When I found out that only she and her husband lived in the house, I discovered that I was to interview the husband who was at work. I made an appointment to see him about 7:30. His wife informed me that she had not gotten a letter but the lady next door had gotten one and she had read it. After this I started to find ______ and ____ Streets. No one was home at the houses on either Street.

I decided to check _____ Street next. When I arrived at the house I was greeted by a gentleman. I told him who I was and what I was there for. He informed me that he was the only roomer there. An old lady about eighty lived there also but she was not home at the time. Before I left she came home. She really didn't appear to be eighty years old. She was very pleasant and jolly. She told me that she had received the letter; however, she was expecting me to come the next week. Nevertheless, she was very eager to give me the interview. She explained that she was not a very learned person but that she had a daughter who had finished college. Although she didn't have much formal education she was well informed. I know that she could read because she was a regular reader of the paper. This was really a person I shall remember for years to come.

After leaving here I took a break for a while. It was after five when I went back on ____ Street to see if anyone was home at the addresses I had. This time luck was on my side. My respondent was a lady in her sixties. Her home was neat and well furnished. "R" had spent twelve years in New York, but prior to this, she had lived in her present home. She explained that she went to New York for work and came back to Montgomery because she was getting old. "R" was really not pleased with the privies on the street. She said that for more than fourteen years they have been promised sewage lines but nothing had happened as of yet. The interview went along smoothly. "R" had a most unique way of pronouncing Negro. She pronounced it as "Nigra." I concluded that this was probably the way she had heard it pronounced by "White" people.

At the conclusion of this interview I went over to the house directly in front. The occupant had called for me to come over and interview her since she had heard of my being over earlier. The respondent lived alone in a very neat house on the inside. She had some very pretty plants in the living room. I noticed a Bible and Sunday school books on the sofa that "R" had just finished reading. Later on in the interview "R" told me that she taught a Sunday School class. From the interview, I learned that "R" was not one to cater to the "white" man because he was "white." The interview was going along very good until I had to stop. I had to catch the man next door so I could make another interview. "R" told me that I could come back around 10:30 Saturday morning.

My respondent next door was a man in his late fifties. He really didn't want to give the interview. I went on to explain how the interviews we were doing could possibly help Montgomery, especially the Negro people. "R" wasn't too moved by this. I gathered that he was complacent because he had no indoor bathroom either and he owned his own home. He is employed by a "white" theatre downtown. Maybe he thinks that because of his job, it is better to remain quiet. He had some good things to say about George Wallace. Throughout the interview "R" did not change his tone. He really didn't seem interested in the interview or anything else. When I completed this interview, I retired for the night.

On January 29, I had to get up rather early. I had to finish editing my interviews and also an appointment to make. This was a cold, wet day and believe me, I felt it. I went back to ___ Street and finished my interview that I had started the night before. After completion of the interview, I went back to the motel. I stayed a little while, then it was off on the field again. It was getting colder by the hour.

My first stop of the afternoon was on _____ Street. I tried the little yellow house again but the padlock was on the door and no one answered. Next, I decided to check the little white house across the street. I knocked as best I could with my frozen knuckles. No one answered so I left. Just as I walked past the house, I thought I heard someone come to the door. I turned around and walked up on the porch. A lady whom I thought was "white" was closing her screen door. I quickly explained who I was and my purpose. I asked her if she had received a letter. She told me that she hadn't gotten a letter. She also said that she didn't feel like answering any questions. All this time she did not ask me to come in. In fact, she had locked the screen door and the wooden door was cracked. All of a sudden she said it was to cold to stand with the door opened and slammed it shut. I asked her before she closed the door if she would feel like giving the interview tomorrow (Sunday). She said that she didn't know, because she didn't make promises. She said that if I came back and she felt like opening the door, she would.

After this I went on ______ Street to see if any of my respondents were at home. I was unlucky. No one answered their doors. Next, I tried _____ Street. By this time I was about to freeze all over. My feet and fingers had done so already. An old lady opened the door for me. She was very friendly and turned up her gas logs so I could thaw out. Her home was exceptionally neat. I saw nothing out of order. The furniture was beautiful. Some where in the interview, "R" told me that she thought Montgomery really needs an old age home for Negroes and a Negro hospital. She explained that she was sickly but could afford to take care of herself, but there are some Negroes who don't have anyone to take care of them and no where to go when they become ill. She also mentioned that there are no hospitals for Negroes. They usually have to go to the Catholic hospitals. "R" was a retired school teacher. Her interview was most interesting, primarily because her responses were new ones and of some depth. This was the last interview I got for the day. I was just about frozen to an icicle when I reached the motel.

On January 30, a Sunday, I didn't go out until after twelve. I wanted to give those who hadn't gone to church time to get together. I tried _____ Street again. I managed to find one family at home. When I got the number of adults in the house, I discovered that I was to interview the husband. His wife said that he was at work and wouldn't get home until late at night. I asked her if I would be able to catch him if I came back tomorrow (Monday) evening. She told me to come back around 6:30 Monday evening and he would be there. The home was deteriorating on the outside and inside. I noticed an outdoor privy before I entered. When I entered the house the first room was the living room. Things were in disarray and the room was dimly lit. There was a pot-bellied wooden stove in the middle of the floor. A lady was lying on the couch and one girl was doing another's hair. A curtain covering the entrance from another room was tattered and dirty. I presumed that this room was used as a bedroom also since a bed was in the room.

After I left this house I went to ___ Street again. I decided to try at the yellow house on the corner again. I knocked but no one was home. A man came from around the back of the house and asked who was I looking for. I told him that I was looking for the people that lived in the house. He told me that only one lady lived in the house. He said that she had gone to church and should have been home but supposed she went some where else afterwards. Next, I asked him about the lady across the street (the one who refused me). He told me that she was a nice lady and would probably let me take the interview. I tried again, but she was not home or wouldn't come to the door.

After this I started to look for number ___ Street. I asked some men standing in a yard if they knew where the house was located. They told me that the number wasn't there anymore. The house was a duplex but is now one house. About this time I was terribly cold. Since I couldn't find anyone home, I decided to call it a day.

On January 31, I had a pretty good day; although, I must admit, it was a long one. It was about ten or afterwards when I completed my last interview. Today I decided to try some new cover sheets. I thought that perhaps I could find someone home during the day.

My first stop of the day was on ___ Street. When I first got to the house and knocked, I thought no one was home, then I saw an image. Sure enough, after about ten minutes someone came to the door. It was a woman in her late fifties or early sixties. I explained to her who I was and what I was there for. She asked me inside. After I had gotten the number of adults in the house, I discovered from my selection table that I was to interview the husband. She informed me that the husband was at work and would probably be home around 7:30. I told her that if I didn't get back to do the interview, another person would.

My next destination was ____ Street. On my way there, I passed some terrible and filthy places where people were actually living. All the time I could only ask myself, "how can people be so satisfied?" Then I thought maybe they aren't satisfied but just don't know how to go about doing something.

The section of ____ Street that I stopped on was paved. The houses were very attractive. All of them were not modern, but one could tell that the people were trying. The house that I stopped at was weather beaten on the outside. But what I could see from the porch, the furniture was modern and the living room was quite neat. No one ever came to the door. A man who lived next door told me that the people would probably be home after five.

After I left ____ Street, I tried to find ____ Street. I discovered that it was really very close. The house that I went to had no one at home.

About five or before, I tried my houses on ____ Street again. No one was home in the yellow house, but I saw a light in the white house. I went and knocked on the door. From the porch I could see the lady reading the Bible. The lady answered the door. I told her again who I was and asked her if she could give the interview today. She said that she didn't feel like it, her head was "throbbing." She told me that I would just have to tell the people that she would not give it. She never invited me in, so I thanked her for her time and left.

My next stop was back on ____ Street. At last I found someone at home. The young lady who answered the door was very friendly and invited me in. I really did enjoy talking to her. She was about twenty and her roommate was about the same age. Their apartment was very neat and attractive. They were the kind who liked to have a good time. The respondent's roommate was planning to see Gene Chandler that night. The one thing I really liked about the respondent was that she was very outspoken. She didn't cover up for anything. After I finished the interview she asked me where I was going next. I told her across the street to interview a man. She told me that he wouldn't be home until the early morning. I went across the street anyway to check. The respondent's wife told me that he was probably gone to a meeting. She didn't know when he would be home. She told me that I could only be sure of catching him when the truck was in the yard.

After I left here, I went back to ___ Street. I found the respondent and his wife watching a television program. I didn't have any trouble with the respondent answering the questions; however, his wife kept interrupting and asking questions and also volunteering information or adding to the respondent's answers. I really think that she wanted to be interviewed. Anyway, I managed to get the respondent's answers between uninteresting portions of the television programs. Nevertheless, I thought the answers were sound. That is, the respondent gave different responses to some questions relating to leadership and also had some good reasons for some responses.

The respondent's home was very large. The furniture in the house was not modern; however, things were rather neat. I also noticed about two cats in the house. The respondent lived on a paved street. This was my last interview for the day. I was really bushed.

February 1, was my last day in the city of Montgomery. The day was not very productive. I tried one new cover sheet on a different side of town. I was unable to get any interviews on ___ Street. I went earlier in the day but no one was home. I tried again later in the evening but there was still no one at home.

This ended my last day in Montgomery. I can truly say that this was an experience that has had a tremendous affect on me. I shall never forget the things I saw, especially the people. They need to be helped and they also need to be able to help themselves.

APPENDIX G

REPORT TO THE BOARD OF TRUSTEES OF THE CARVER RESEARCH FOUNDATION

REPORT TO THE BOARD OF TRUSTEES
# of the
CARVER RESEARCH FOUNDATION

Division of Behavioral Science Research

October 25, 1967

INTRODUCTION

The Division of Behavioral Science Research of the Carver Research Foundation began operation on September 1, 1967. The origins of behavioral science research at Tuskegee Institute, however, predate the establishment of the division of the Carver Research Foundation by more than half a century. This division is an outgrowth of the Department of Records and Research. The idea behind the Department of Records and Research, with Monroe N. Work as director, was that accurate information on the Negro was rare and there was a serious need for compilation of such information. The publications of the Department of Records and Research were the annual Report on Lynchings, The Negro Yearbook, and occasional papers. In 1964, the Department of Records and Research was reorganized as the Division of Social Science Research with Dr. Paul Puryear as director. This department was subsequently reorganized as the Division of Behavioral Science Research of the Carver Research Foundation. I have presented this brief outline of the history of the division in an effort to demonstrate that it should be viewed as part of a research tradition built upon the prior work of such outstanding individuals as Monroe Work and Mrs. Jessie P. Guzman.

One of the most important forces affecting the course of behavioral science research at Tuskegee Institute in recent years has been the cooperative relationship established with the University of Michigan's Center for Research on Conflict Resolution. The overall cooperative relationship between Tuskegee Institute and the University of Michigan includes student and faculty exchanges, a program of faculty development, and a program of curriculum development, as well as the cooperative research program. It is the joint research effort in the social sciences, however, which is directly relevant to the program of the Division of Behavioral Science Research. Social scientists from Tuskegee Institute joined with the University of Michigan's Center for Research on Conflict Resolution in a two-year program of research in race relations, financed by the Office of Education. The program was designed to improve the research potential of Tuskegee Institute social scientists by providing two-year postdoctoral fellowships for social scientists who wanted to improve their research skills while developing concrete plans for research which could be undertaken at Tuskegee Institute. The fellows were to spend one year at the University of Michigan developing research plans and one year at Tuskegee Institute teaching and conducting their research projects. Four fellows were appointed through this program, one of whom is now in his third year at Tuskegee Institute.

The success of the cooperative research and training project encouraged personnel of the two institutions to explore a more ambitious program of research and training with a view to expanding the social science faculty at Tuskegee Institute while increasing the research potential of current faculty members. Funding for the expanded program was obtained from the Ford Foundation in the form of a three-year grant of $300, 000 to Tuskegee Institute and a supporting grant ($100, 000) to the University of Michigan. The objectives of the expanded program include the following: (1) provision of personnel and technical facilities for research on a wide range of problems relating to the Negro community, Negro-white interaction, dynamics of the Negro protest movement, and economic and social development of the region; (2) stimulation of coodinated research at the University of Michigan and at other institutions in the southern region; (3) provision of training opportunities for young social scientists, including Tuskegee Institute undergraduate and graduate students, graduate and undergraduate students at the University of Michigan, and graduate and undergraduate students at other institutions in the southern region; and (4) provision of technical experts, research information, and consultative services for policy planning and development agencies working in the southern region with a special emphasis on economic development in Alabama. The Ford Foundation grant to Tuskegee Institute, which supports this expanded program, made possible the establishment of the Division of Behavioral Science Research as a part of the Carver Research Foundation. The objectives of this program (described above) are the objectives of the Division of Behavioral Science Research. The remainder of this report will describe our current efforts to satisfy these objectives. It will include sections on personnel, research training for students, substantive research, and consultative services.

PERSONNEL

In our proposal to the Ford Foundation, it was anticipated that, in addition to the director, two new persons would be employed in each of the first two years of the program's operation. Ford Foundation funds would be used to pay the director's salary and the salaries of two research associates and the personnel of the Tuskegee Area Study (which will be described in detail in the section on research training). We found, however, that by working with other departments at Tuskegee Institute, we were able to employ four research associates in the first year rather than the anticipated two. This unanticipated "multiplier effect" adds much to our research capacity and increases the Institute's teaching faculty by five persons instead of the expected three during our first year of operation. We expect to hire two additional research associates for the 1968-69 school year (this number may increase, however, if the "multiplier" continues to operate). A summary of the training and experience of the full time staff of the Division of Behavioral Science Research is presented below.

DIRECTOR:

EDGAR G. EPPS, Associate Director of the Carver Research Foundation, serves as Director of the Division of Behavioral Science Research of the Carver Research Foundation. Dr. Epps has held positions in the sociology departments of Tennessee A & I State

University (1958-1961) and Florida A & M University (1961-1964). His most recent position prior to coming to Tuskegee was as Research Associate, Institute for Social Research and Associate Professor of Psychology at the University of Michigan (1964-1967). He received his doctorate in sociology at Washington State University in 1959. His dissertation topic was "Socioeconomic Status, Race, Level of Aspiration and Juvenile Delinquency." Dr. Epps' research interests include: (1) socioeconomic status and attitudes toward social mobility, (2) the relationship of family structure to motivation and performance, and (3) regional differences in attitudes and motivation. Some of the results of his research have been reported in The Pacific Sociological Review, Social Problems, The Journal of Abnormal and Social Psychology, The Journal of Social Issues, Social Forces, and Phylon. Currently he is involved in a study of motivations of high school students in northern and southern cities ("Family and Achievement: A Study of the Effect of Family Sociolization on Achievement Orientation and Performance Among Urban Negro Americans.") Teaching specialty: Social Psychology; Deviant Behavior.

RESEARCH ASSOCIATES:

NEIL FRIEDMAN has previously worked at Miles College in Birmingham, Alabama. His training at Harvard (M.A. and Ph.D.) included both research and clinical experience. In addition to articles appearing in The Journal of Projective Techniques and Personality Assessment, and Psychoterapy: Theory Research and Practice, he is the author of The Social Nature of Psychological Research (New York: John Wiley, 1967). His research interests include race relations, political attitudes, education of the culturally deprived, and community organization. He has also served as director of the freshman social science program at Miles College. His teaching at Tuskegee involves work with the experimental project in the College of Arts and Sciences. Teaching specialty: Social Psychology; Philosophy of Psychology, Experimental Methods in Social Research.

GLENN HOWZE has previously done research on migrant workers in the state of Washington. He is using material from that work for his dissertation which he is in process of completing at Washington State University. Mr. Howze is a sociologist whose interests include human ecology, demography, and urban development. His previous research experience includes a study of the institutionalization process among aged persons in homes for the aged. Teaching specialty: Statistics for Behavioral Scientists.

ERIC R. KRYSTALL has directed the Tuskegee Area Study for the past two years, using survey techniques to study educational aspirations among high school students in Alabama. His doctoral dissertation is a study of Negro family structure and family size in Detroit. He recently reported some of his research results at the annual meeting of the

Society for the Psychological Study of Social Issues. Professor Krystall did his graduate work at the University of Michigan and has been a member of the Tuskegee Institute faculty for the past two years. Teaching specialty: Techniques of Survey Research.

(MISS) KATHLEEN McELROY has completed all course work toward her doctorate at Western Reserve University. She is interested in consumer behavior, labor utilization, and economic development. Teaching specialty: Principles of Economics.

WILLIAM SIEMBIEDA earned the B.A. degree in Economics at the University of California (Berkeley) and a Master of City and Regional Planning Degree from the same institution. His experience includes the development of a local area plan and economic feasibility studies of urban renewal projects for the City of Richmond, California. He has also worked as a staff researcher for the Office of Economic Opportunity of the County of Alameda. His work in this capacity included the direction of a study of poverty characteristics in the county, correlating different variables into a descriptive picture of the county's poor and disadvantaged peoples. In the spring of 1966, he performed a cost-benefit analysis of the Sacramento Capital Mall Redevelopment Project. This work used cost-benefit project evaluation models developed for water resource and recreation procurement. His publications include: A Survey of Poverty Characteristics in Alameda

County, Office of Economic Opportunity, Oakland, California, 1966; and An Urban Systems Approach to Community and Neighborhood Planning Within Metropolitan Regions, Department of City and Regional Planning, University of California, Berkeley, 1967. Teaching specialty: Urban and Regional Planning and Development.

RESEARCH ASSISTANTS:

RAY H. MacNAIR is serving as assistant director of the Tuskegee Area Study. He has completed all requirements of the Ph.D. in Sociology-Social Work at the University of Michigan with the exception of the dissertation. His dissertation topic is "Interorganizational Relationships among Civil Rights Agencies on the Community Level." His experience includes two years as an exchange teacher in India. Teaching specialty: Social Work; Urban Community.

(MISS) KAY S. WRIGHT, a recent Tuskegee Institute graduate with a bachelor's degree in Sociology, is research assistant for the Tuskegee Area Study. Miss Wright has worked with the area study previously as a student. Her experience as a participant makes her especially qualified to work with undergraduate students in the area study.

(MRS.) BARBARA WESTBROOK, a prospective Tuskegee Institute graduate in January, is working as a clerical research assistant and will become a full time assistant after graduation. Mrs. Westbrook has previously worked with the Tuskegee Area Study as a student assistant. Her experience with data processing and IBM programming especially qualifies her as a clerical assistant.

SENIOR STENOGRAPHER:

(MRS.) CELIA H. JEFFERSON is a graduate of Barr-Jones School of Business, Hartford, Connecticut (1946). She was given certificates by Buck-McCray Business School (1952), and by Thurston Business School (1959), Tuskegee Institute, Alabama. Mrs. Jefferson is a member of The In-Plant Printing Management Association, and Tuskegee Institute Staff Personnel Council. She has previously worked as supervisor, Central Office Services, Tuskegee Institute (1952-1966) and as secretary and supervisor of Production and Mail Services, Tuskegee Institute Press (1966-1967).

RESEARCH TRAINING FOR STUDENTS

Our principle vehicle for training students in research techniques is the Tuskegee Area Study. Introduced at Tuskegee Institute during the 1965-66 school year by Eric Krystall, the area study shows much promise for student training as well as a technique for collecting a body of survey data on population in the Tuskegee area. The first Tuskegee Area Study involved a baseline study of the Negro population of Montgomery, Alabama. Data were collected on social, economic, and demographic characteristics, family structure, migration patterns, and political behavior. The second Tuskegee Area Study (1966-67) focused on a sample of high school seniors and their parents. Again, the site was Montgomery, Alabama. The third Tuskegee Area Study is now under way and will move to Birmingham. This year's study will investigate the same problem as last year's project, the determinants of adolescent behavior and attitudes relating to academic performance and aspirations. It will also attempt to assess attitudes toward integration and attitudes toward public officials.

The Tuskegee Area Study is patterned after the Detroit Area Study of the University of Michigan. The study is incorporated into a two semester course called Methods of Research in the Social Sciences. This course is required of all social science majors and is offered in the junior year. The course enrolled approximately forty students in each of the two years of operation. This year, however, about 80 students have enrolled inthe course requiring some revision of the format.

I will describe briefly the basic format of the course. The students are given some initial lectures on social science methods. They are then provided with a list of broad topics which may be included in the survey. Students are then divided into smaller groups for the purpose of designing research objectives. Each group is then given a list of readings. Objectives are revised several times in consultation with faculty and staff until it is felt that they can be meaningfully translated into questions suitable for an interview schedule. Students then design questions based on their objectives. All questions designed by students are then mimeographed and distributed to the students, each of whom arranges the questions into an interview schedule. At each stage the students write a brief paper describing the procedures involved. These papers, and other materials accumulated during the study, are collected in the form of a log book which serves as a record of the research experience.

Upon receipt of the individual schedule designs, the instructor and several students design a pre-test schedule. The pre-test is usually conducted in Tuskegee. Before actually interviewing, students receive several sessions of interviewer training. Each student interviews two or three respondents for the pre-test. The completed interviews are then edited and revised by the students in small groups. A final schedule is then prepared by the students and staff. A random sample of the population to be studied is then drawn. Data collection takes place between semesters. The class, together with faculty and staff, move into a motel in the population area and remain for six days while the interviews are collected. Each student is usually expected to obtain fifteen interviews. This makes it possible to get interviews from approximately 500 respondents in the short period the study is in the field. During the field aspect of the study, the students are asked to keep diaries.

On their return to Tuskegee, students prepare codes for their questions and then code the completed interview schedules. Each student codes approximately fifteen schedules. Coded materials are then punched onto IBM cards to facilitate data analysis. Students have not had an opportunity to gain experience in keypunching in previous studies, but we hope to include this type of experience in next year's study.

After data are on cards, students prepare an analysis proposal in which they propose to test simple hypotheses using a few of the variables on which data have been collected. A "work deck" of cards is prepared for each student including the variables to be analyzed. Students then prepare tables, using a counter-sorter, and write a brief paper outlining their results. These papers are presented to other members of the class near the end of the semester. It will thus be seen that students are exposed to a complete survey experience.

The size of this year's class necessitated one basic change in the format of the Area Study. This involved dividing the class into two groups, one of which will conduct the Birmingham survey while the other will conduct a survey of Tuskegee Institute students and faculty. Otherwise, the basic format of the study remains essentially the same.

The area study also provides an opportunity for coordinating research efforts with other institutions. I will cite two examples which appear to hold promise for future studies. During last year's area study, the director, Eric Krystall, contacted members of the Auburn University faculty concerning possibilities of involving their students in some aspects of the area study. A program was worked out in which a class of graduate students at Auburn adapted the Tuskegee Area Study interview schedule for administration to white high school seniors and their parents. Data were then collected from sixty white high school seniors and their parents. These data are now being analyzed by Auburn graduate students and faculty members of the two institutions. This year, a program is under way which will include a collaborative project involving University of Alabama undergraduate students and faculty members. Since we are hoping to include both white and Negro respondents in our interview sample this year, the involvement of University of Alabama students will make this more feasible. These examples illustrate that the training available through the Tuskegee Area Study is also providing research experience for students at other institutions.

Other training opportunities for students are developing as our staff and research activities expand. Ten students who participated in the area study last year are presently employed as research assistants by the Division of Behavioral Science Research. In addition to assisting with this year's area study, these students are helping with many aspects of data analysis. They are learning something about computer programming, tabular presentation of data, and statistical computation.

Some students who have participated in previous area studies have also found jobs interviewing for other agencies. Two of our graduates have been employed by the Survey Research Center of the University of Michigan. We expect other opportunities to develop as our pool of experienced interviewers continues to grow.

RESEARCH ACTIVITIES

This section will describe research in progress as well as anticipated research activities. The discussion will, therefore, include activities related to both objectives two and four, the stimulation of coordinated research at other institutions, and the provision of technical expertise for other agencies concerned with ameliorating conditions in the southern region. This section will begin with a description of research in progress. An outline of anticipated activities will follow.

Family and Achievement Study. This is a study of the effect of socialization practices on achievement orientation and performance among northern and southern urban Negro high school students. The principal investigator of this study is Edgar G. Epps. The study was begun in 1965 and will be completed in the spring of 1968. Data were colleted, using questionnaires, from approximately 2,800 students attending eight high schools, four in a northern city and four in a southern city. Mothers of approximately 600 students were also interviewed. Data were collected in 1966 and 1967. Data processing is now complete and preliminary data analysis is under way. This project is supported by a grant from the United States Office of Education, Division of Vocational and Technical Education Occupational Research and Planning Program (Contract OE-6-85-017). A paper based on these data will be presented at the annual meeting of the Southern Sociological Society in April, 1968.

Adolescent Self-Image. Data from the 1966-67 Tuskegee Area Study are being analyzed by Neil Friedman, Eric Krystall, and E.G. Epps. The study explores the relationship of students' images of themselves to acceptance or rejection of the "black power" ideology, willingness to participate in integrated activities, and extent of identification with Africa. Measures of self-image include a self-esteem scale and a skin color scale. The relation of class related variables to both dependent and independent variables will be explored. Time and facilities for data analysis were made possible by the Ford Foundation Grant which established the Division of Behavioral Science Research.

Tuskegee Institute Student Profile. This project involves both cross-sectional and longitudinal studies of Tuskegee Institute students.

Its objective is to determine the relationship of background, personality, and attitudinal factors to academic and occupational success in this population of students. Two aspects of the study are already under way. One of these is a follow-up study of Tuskegee Institute seniors for whom data are available from a previous study conducted while they were freshmen. Dr. Patricia Gurin of the University of Michigan is collaborating with E. G. Epps in the follow-up study. Freshmen year data available on these students include a wide range of questionnaire responses concerning motivation, aspirations, social background, and college expectations. The students still in school will be compared with those who are no longer enrolled on a number of measures in an attempt to discover some of the factors which lead to success at Tuskegee Institute. Currently enrolled seniors will be interviewed in an effort to determine the impact of Tuskegee Institute on students during the four years they were enrolled. The data collection phase will be completed during the spring, and a preliminary report of findings will be prepared by June, 1968.

The other phase of the student profile study which has already begun is a longitudinal study of the social and personality characteristics of Tuskegee Institute students. This study also focuses on the Institute's "subculture." The goals of the longitudinal study are to determine what kinds of students are attracted to Tuskegee Institute, what their initial aspirations and motivations are like, and what the impact of the socio-cultural environment of Tuskegee Institute is on these students. With this in mind, students entering Tuskegee Institute for the first time in 1967 (summer and fall) were administered the College Student Questionnaires developed by Educational Testing Service, the Opinion, Attitude, and Interest Survey, developed at the University of Michigan, and measures of test anxiety and sense of control over the environment, in addition to the regular entrance battery. In the spring, these students will be retested, using College Student Questionnaire #2 and the College and University Environment Scales, in an attempt to assess the impact of the freshman year on entering students. The staff of the Division of Behavioral Science Research is conducting this study in cooperation with the Tuskegee Institute Office of Development. The Student Profile Study is financed by an initial grant from the U. S. Office of Education under Title III. It is anticipated that additional funding will be obtained for the longitudinal aspects of the study.

Labor Mobility Project. During the past two years, Tuskegee Institute has conducted a retraining program for hard-core unemployed and under-employed rural workers. The trainees in the Tuskegee OMPER project were mainly residents of areas with low employment potential. Realizing that stable employment was the ultimate objective of the training program, Tuskegee Institute, with the support of the Department of Labor, initiated a job development and relocation demonstration project in the spring of 1965. This project is still in progress. One of the objectives of the current project is to do a comprehensive socio-economic profile of two blocks of persons relocated during the 1965-66 and 1966-67 projects. Another objective is to do "an in-depth analysis" of the employment status of persons relocated for one year or more. The major objective of the study is to find out out how effective the relocation program has been in more or less permanently changing the status of people from unemployed and partially unemployable to stably employed. Another important objective is to determine what kinds of factors are predictive of successful relocation. The project is being conducted by the Division of Behavioral Science Research in cooperation with the staff of the Labor Mobility Project. Mr. Glenn Howze is assuming a major role in the planning and direction of the follow-up aspect of the labor mobility project. The project is financed by the Office of Manpower Policy, Evaluation and Research, United States Department of Labor. It is anticipated that additional funding may be obtained to do follow-up evaluations of subsequent relocation projects.

Resource and Development Study. This project has been undertaken by Mr. William Siembieda in an effort to determine the resources available for the potential economic and social development of the region. Mr. Siembieda is using available data,and consulting with experts in urban and regional development, in order to assess the current status of knowledge about the region and the potential effectiveness of ongoing urban and regional studies. The major objective of Mr. Siembieda's research is to determine the feasibility of establishing a program for urban and regional studies at Tuskegee Institute for the long range purpose of guiding growth in the Tuskegee area. We also expect from his study predictions of the possible directions of future growth and development within this region. If the initial study indicates a need for a more intensive regional planning study, funding for such a study will be sought by Mr. Siembieda with the assistance of the Division of Behavioral Science Research. It is anticipated that the results of this study will provide valuable information for agencies engaged in economic and social development of the Tuskegee area. Support for this study comes from the Ford Foundation grant.

Rural Poverty Survey. This study provides an example of the kind of expertise the Division of Behavioral Science Research can provide to other organizations. The Southern Rural Research Project collected interview data from approximately 900 families in Alabama and Mississippi during the spring and summer of 1967. They came to us for help in processing and analyzing the data. We are now in the process of preparing the data for IBM machine analysis and will help with the writing of reports and interpretation of the results. The data collected can provide valuable insights into factors affecting the effectiveness of rural intervention programs. Members of our staff working on this project include Mr. Howze, Dr. Friedman, Mr. Krystall, and Mr. MacNair.

Follow-up Study of High School Student Aspirations. Students interviewed in January of 1967 by the Tuskegee Area Study were reinterviewed in the summer of 1967 to determine whether or not their aspirations had changed since the initial interview. These students will be contacted later this year to determine the extent to which their post high school plans materialized and what factors lead to changes in plans in instances where changes occured. Both the initial study and the follow-up study were financed by a Ford Foundation Grant obtained by Mr. Krystall.

Research Projects Planned for the Future. A comprehensive study of major factors bearing on problems of unemployment in eleven black belt counties is being planned by the staff of the Division of Behavioral Science Research, in consultation with other Tuskegee Institute faculty and staff and personnel of relevant state and federal agencies. This study is envisioned as the first step in a long-term and continuing activity aimed at identifying, analyzing, suggesting, and testing solutions to problems of unemployment in this region. Meaningful planning and economic development depend upon efficient utilization of the resources in the target area--economic, institutional, and human. The people of the region, from this point of view, are considered as a population having problems whose solution would make of them valuable resources rather than an aggregate of dependents. Funding for this study will be sought from interested government agencies. Personnel of this study include Epps, Howze, Krystall, Siembieda, and Miss Kathleen McElroy.

Another anticipated study concerns the descision by students who desegregated formerly white high schools, to attend a desegregated college or a predominantly Negro college. Dr. Mark Chesler, while a visiting lecturer at Tuskegee Institute in 1966, conducted an interview study of several hundred youngsters in southern communities. Some of these youngsters were attending desegregated schools while others were attending segregated schools. It would be of considerable interest to reinterview these students and a cohort of students who have made this type of choice more recently concerning their current aspirations for attending college or seeking jobs. One important question is the effect of attending a desegregated high school on one's choice of college (segregated or desegregated). Students' reasons for making the choice of segregated or desegregated higher education could provide very important insights into the stresses attendant upon desegregation and possible modes of alleviating such stresses. Personnel interested in this project include Krystall, Friedman, and Epps. Funding will be sought from private and government agencies.

Interinstitutional Research Activities. Cooperative research activities involving Auburn University and the University of Alabama were discussed in the section describing the Tuskegee Area Study. Collaboration with Dr. Patricia Gurin of the University of Michigan in the Student Profile Study has also been described above. Other interinstitutional research activities include "A Study of Classroom Interaction," which involves Mr. Solomon Cytrynbaum of the University of Michigan and several members of the Behavioral Science Research staff. This study uses as data, tape recordings of all class sessions of four classes at Tuskegee Institute and several University of Michigan classes. The purpose of the study is to investigate the relationship of the student-teacher interaction process to educational outcomes. Data will be analyed using a schema developed by Richard Mann and S. Cytrynbaum at the University of Michigan.

The director of the Division of Behavioral Science Research has collaborated with Dr. Irwin Katz of the University of Michigan in a number of research projects extending over a six-year period. It is expected that this collaboration will continue. We are at present discussing plans for a study of "Reasons given by White Parents for Resisting School Desegregation." Eric Krystall assisted Dr. Katz in collecting some preliminary interviews during the summer of 1967. We are currently investigating the possibility of collaboration with the University of Alabama social scientists in this project.

The members of the staff of the Division of Behavioral Science Research are in the process of planning an interdisciplinary conference on "Research Priorities for the Southern Region" to be held in the spring of 1968. A small number of social scientists who are actively engaged in research which has implications for policy planning will be invited to attend a conference at Tuskegee Institute in order to increase communication and interinstitutional research coordination. A two day conference is being planned which will include two major position papers and a panel discussion focusing on ways to facilitate interinstitutional cooperation in behavioral science research.

Intrainstitutional Interdisciplinary Research Activities. Cooperation with the Labor Mobility Project has been described above. It is anticipated that other opportunities of this type will arise in the future. The Division of Behavioral Science Research is in a position to provide expertise in (1) research design, (2) development of research instruments, (3) techniques of data collection, and (4) data analysis and report writing. As knowledge of this resource becomes available, it is expected that intrainstitutional cooperative research will become common place at Tuskegee Institute.

The Division of Behavioral Science Research has undertaken a small project designed to increase communication between persons interested in social issues and those actively engaged in research. Weekly "brown-bag" meetings are being held at which time a member of the Tuskegee Institute faculty, or an invited guest, presents a talk about his research or social action activities. The paper is followed by a discussion period. These sessions have been well attended thus far and response during the discussion period has been spirited. The Division of Behavioral Science Research also circulates a list of bibliographic materials available for use by Tuskegee Institute faculty and students.

CONCLUDING STATEMENT

This report describes the initial efforts of the Division of Behavioral Science Research of the Carver Research Foundation to develop a broad program of research which is needed to provide a factual and theoretical base for future social and economic planning by both governmental and private agencies. The goal of the division is the development of a resource for social research in the south which will focus on the analysis of social and economic change throughout the region.

Among the potential contributions of the Division of Behavioral Science Research, we may include the strengthening of the teaching and research capacity of Tuskegee Institute in the behavioral sciences, thus helping to alleviate the problem of recruitment. In addition, student training in research techniques may be viewed as a major contribution. It is also expected that the Division will be in a position to stimulate coordinated research at colleges throughout the region by making consultant services available, and by facilitating, through publications and seminars, increased communication among scholars. The staff of the Division of Behavioral Science Research also expect to make important contributions to the research literature of behavioral science through publications in professional journals.

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